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ABSTRACT

The purpose of this practicum was to develop and implement an articulated educational program for an urban middle school. In his discussion, the author identifies a number of programs that contribute to poor articulation and suggests activities that can overcome these problems. Heart of the practicum was an effort to improve articulation between one middle school and the four elementary schools and four secondary schools attended by most of its entering and graduating students. All the schools were located in Administrative District 1 of the Philadelphia School District. Data measuring the effects of the articulation project were generated through the use of surveys, student questionnaires, and official school records. The data presented suggest that a program similar to the one described in this report can effectively reduce articulation problems in an urban middle school. (JG)

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A PROCEDURE FOR DEVELOPING AN ARTICULATED EDUCATIONAL PROGRAM FOR A MIDDLE SCHOOL OR JUNIOR HIGH SCHOOL

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Submitted in Partial Fulfillment of the Requirement of
the Degree of Doctor of Education, Nova University

Philadelphia, Pennsylvania
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Maxi I Practicum

EA 007 784

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ABSTRACT

The purpose of this practicum was to develop an articulated educational program for a middle school or junior high school. The practicum identifies many of the problems that cause poor articulation and presents some successful activities to overcome them. The data presented in this practicum suggest that the ideas and activities can be useful in an urban middle school or junior high school to surmount problems of articulation.

INTRODUCTION

The term "articulation" means the act of joining parts or condition of being joined or jointed. In anatomy, we say that bones are articulated at a joint. In education, the term "articulation" has been most frequently used in the vertical sense, the joints being the points of transition from a lower school unit to a higher one, such as: elementary to junior high school, or middle school to senior high school, or secondary school to college.

This practicum concerns itself with what happens to the learning process at the articulation joints of the middle school and junior high school. The practicum begins with a survey of current literature and research. A survey is made of schools in the city, state and neighboring states where the practicum took place, to find out how the existing articulation plan functions.

A questionnaire is administered to all students prior to the development of the articulation plan for Turner Middle School. A detailed description of the articulation design used in the practicum is presented. Data from a questionnaire administered to the new students after a month in the new school and other facts regarding student adjustment during the first progress reporting period is given. The data, when compared with that of previous years, seems to indicate the value of a planned articulation effort.

This practicum, which took place in a large urban school system, shows how problems of articulation are handled on a district-wide level, the administrative district in which the practicum occurs, and in the middle school where most of the practicum activities took place.

From the data presented, the reader should find enough practical ideas to develop a viable articulation program for his particular situation.

SIGNIFICANT ARTICULATION RESEARCH

Articulation has been a chronic problem of American education for at least the past seventy-five years.

In colonial times, the one room school was not beset with severe problems of articulation. Because all grades usually were housed in one building, a teacher only had to individualize her "class" or "one room school" to resolve the issue. The problem of articulation began to rear its head when two teachers or more taught in the same building. Assigning tasks and deciding what part of the curriculum each would teach, and to whom, sometimes became a thorny issue.

Schools in America did not grow from elementary to high school as one might logically expect. In 1633 the first elementary school of any kind in colonial America was founded by the Dutch in New York. Latin grammar schools were founded in Boston in 1635.[1] They were designed for students planning to enter college. The first high school was established in Boston in 1821.[2] Its aim was to complete a good English education "for boys who did not expect to go to college." The junior high school movement began in various parts of the United States in 1910.[3] Each of these schools developed from a felt need of the learner. Hence, the purpose, philosophy, and structure of these schools made them separate and distinct units. One of the first scholars to address himself to the problem of relating the parts of the school system was John Dewey. In a lecture entitled "Waste in Education" delivered in 1899, Dewey stated:

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[1] Chris A. DeYoung, Introduction to American Public Education, New York: McGraw-Hill Book Company, Inc., 1955, p. 147.

[2] *Ibid.* p. 175.

[3] *Ibid.* p. 175

> I do not wish to suggest that all of the isolation, all of the separation, that has existed in the past between the different parts of the school system still persists. One must, however, recognize that they have never yet welded to one complete whole. The great problems in education on the administrative side is how to unite these different parts.

At another point in the lecture Dewey gives a definitation of articulation in education that is relevant to today's school organization. Dewey states:

> - - - All organization is nothing but getting things into connection with one another so that they work easily, flexibly, and fully. Therefore, in speaking of this question of waste in education, I desire to call to your attention the isolation of the various parts of the school system, to the lack of coherence in its' studies and methods.[5]

As was pointed out previously, the problem of articulation was probably first noticed between the elementary and high schools. It became dramatically worse when the junior high school and, later, the middle school came into existence.

> - - - The 6-3-3 plan as it exists today, does not seem to meet adequately the needs of the in-between aged student. The upper elementary program tends to be a patchwork of separate subjects, usually under the guise of the self-contained classroom, where the teacher is required to provide instruction in subject fields for which he may have had little preparation. It treats fifth and sixth graders in very much the same manner it provides for the first grader. The junior high school is, in many ways, a mimic of the senior high school. Its program is fragmented and rigid. Its teachers and administrators too often feel they

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[4] John Dewey, The School and Society, University of Chicago Prese, 1899, p. 84.

[5] *Ibid*. p. 78.

> are there on a temporary basis and have received little or no training specifically designed for teaching at that level. The high school impinges on the program of the ninth grade because of the requirements of the Carnegie unit schedule.[6]

The problem of articulation in the junior high schools was exacerbated by the faculties and staffs who rarely have an adequate knowledge of the programs of both the elementary schools and the high school. Usually, articulation between the three levels, when it exists at all, is weak. The total range of school experiences for children is, thus, divided into three distinct segments, each with its limited isolated program, seemingly oblivious to those of the other two.

> The break between the elementary school and the junior high school is usually that which is most abrupt. The high school feels that it has a vested interest in the junior high and is much more cognizant of the program of the latter as preparatory for high school. Therefore, the articulation between these two levels is accomplished to some degree at the insistence of the high school.
>
> The trumatic break between the elementary and junior high school program for the youngsters entering junior high is obvious to anyone who has observed seventh grade students on the first day of school. These youngsters are lost and frightened in an unfamiliar world. They try vainly to fight back tears when they cannot find their classes or, when they have finally located them, they are reprimanded by the teacher because they are tardy.[7]

In 1963, at Cornell University's Conference on the Changing Junior High School[8], an address was delivered which contained what may have been the first reference to something called "a middle school." Numerically, the middle schools, during the last 12 years, have demonstrated a tremendous growth. Different surveys yield different figures, but there are probably close to 4,000 schools which meet some minimum organizational criteria and qualify as middle schools.[9]

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[6] William M. Alexander, etal., The Emergent Middle School: Holt, Rinehart and Winston, Inc., 1969, p. 59.

[7] Ibid. pp. 56-57

[8] Paul S. Geroge, "A Middle School - - If You Can Keep It," Middle School Journal, National Middle Schools Association, Central Michigan University, Mt. Pleasant, Michigan, p. 1.

If the middle school is to function fully as the covered walkway between the elementary school and the high school, rather than as an extension of one or the other, middle school educators must devote increasing attention to the process of inter-level, inter-school articulation. The middle school must do better than exist. It must co-exist. If the progress toward establishing excellence in America's schools in the middle is to continue, the walls of the middle schools must not be the boundaries of the effort.[10]

Educators in elementary and high schools often fail to understand and, thus, support the goals and programs of the "school in between." The middle school, like the junior high school it proceeded, must be unique. Neither should be so different that the transition to or from the middle school is frightening to the student.

School districts, traditionally, tend to develop a continuous program of instruction via a method of scope and sequence charts. According to one author:

> Every school district needs permanent, continuing organizational patterns for curriculum development. The approach should always beon a K-12 or K-14 basis, with personnel involved from all the levels. The size of the school system will be a factor in developing a suitable plan of staff participation. - - The district curriculum council or curriculum planning division in the large city should coordinate

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[9] Ibid. p. 3.

[10] Ibid. p. 5.

the work of all subject committees.[11]

In actual practice, the subject matter is assigned to some grade level based upon its relative difficulty, or other psychological reason. The material is placed in an instructional guide. The guide is distributed to the teachers of the levels or staff development sessions may be held and the "curriculum" process completed. Little significance is placed upon the type of school organization of the district, their philosophies, or the total instructional program during staff development sessions. Thus, teachers often become expert only in their grade or subject area of specialization. Administrators of schools at all levels tend, in this writer's opinion, to view other school levels as a "necessary evil." Little real effort is made to provide for the real transition of students from one school level to another. The child gets the subject matter, but he often is really left to founder in the process of transition through the system. Whether a child remains in one school or moves to many schools, the system should be able to provide him with a continuous experience. Ill conceived and executed curriculum plans cause, in this writer's view, poor articulation among school units.

> Since the emphasis is upon the improvement of growth in individual learnees in and through group contacts, a curriculum becomes a series of experiences in which all individuals improve the process of achieving more intelligent human relationships. It is present living made into better living for everyone concerned through cooperative interaction.[12]

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[11] Ross L. Neagley and M. Dean Evans, Handbook for Effective Curriculum Development, Englewood Cliffs, N.J.: Prentice Hall, Inc., p. 139.

[12] L. Thomas Hopkins, Interaction: The Democratic Process, D. C. Heath and Company, 1941, p. 39.

From this brief sketch one can discern that the articulation difficulties grew with the size and complexity of American education. The development of the junior high school designed to meet the needs of the pre-adolescent caused much disruption in the students' continuous educational program.[13] With the development of the middle school, articulation has continued to be a problem. One publication had this to write about the middle school:

> - - - Since the middle school occupies a position between two educational levels characterized by somewhat different philosophies and programs, articulation is a major concern. Students must be helped to make the transition from elementary to high school at the same time they are in transition from childhood to adulthood.[14]

Two monumental works on articulation were reported in The Seventh Yearbook, Department of Superintendence, published in 1929, and in The 1958 Yearbook, Association for Supervision and Curriculum Development. The Seventh Yearbook was a treatise dealing with articulation from the elementary grades through adult education. A key statement in the Seventh Yearbook states:

> - - - Articulation can best be realized by mutual understanding and cooperative undertakings - to the end that the school may be so shaped to the child, that there is no interruption to the continuity of his mental, physical, and social growth. The vital problems of articulation are discovered by scientific observation and study of the individual child in the dynamic setting of his actual school experience.[15]

The 1958 Yearbook is notable because it surfaced a list of fourteen stated or implied causes of students' reactions to articulation problems.[16] The fourteen items are as follows:

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[13] Ross Neagley and M. Dean Evans, op. cit., p. 24.

[14] Gordon F. Vars, "In-Between," The Transitional Years, Association for Childhood Educational International, Washington, D. C., Leaflet 1.

[15] The Seventh Yearbook, Department of Superintendence, National Education Association, Washington, D. C., 1929, p. 10

Group A - Situations In Which Students Reported Help or Hindrance In Their Progress Through School (Grades 7 to 9)

1.	Moving to a new level	38.8%
2.	Moving to a new school community	19.0%
3.	Teacher behavior	14.8%
4.	Subject matter	11.2%
5.	Extra-curricular activities	3.8%
6.	Differences in teaching methods	3.8%
7.	Smooth progress	3.3%
8.	Rewards	2.8%
9.	Grading	2.4%
10.	Promotions	1.5%
11.	Punishments	1.4%
12.	Illness	1.1%
13.	Retention	.8%
14.	Accidents	.2%

These responses were based upon 783 situations reported as occurring from grade 7 through grade 9.[17]

The same study reported the identical situations involving 400 situations as occuring from grade 10 through grade 12. This new list referred to as Group B - Situations In Which Students

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[16] A Look at Continuity in the School Program, 1958 Yearbook, Association for Supervision and Curriculum Development, 1201 16th St., N. W., Washington, D. C., pp. 61-82.

[17] *Ibid.* p. 28.

Reported Help or Hindrance In Their Progress Through School (Grades 10 through Grade 12).

1.	Teacher behavior	21.2%
2.	Moving to new level	10.7%
3.	Moving to new school community	15.5%
4.	Subject matter	15.5%
5.	Extra-curricular activities	9.5%
6.	Differences in teaching methods	8.0%
7.	Smooth progress	4.5%
8.	Rewards	2.7%
9.	Grading	2.5%
10.	Punishments	1.3%
11.	Illness	1.0%
12.	Promotions	.8%
13.	Accidents	.5%
14.	Retentions	.3%[18]

The situations that hindered or helped students entering junior high school and entering high school differ markedly in the order in which the items are listed. Leaving the elementary school seems to present the greatest fear to the junior high student. Moving to a new school community ranks as a high second followed by teacher behavior and subject matter. Moving from the elementary school to the junior high school represents a full one-third of all the articulation situations or events reported for this school level. This would seem to indicate the real concern these students have regarding their transition to a new school unit with a different organizational pattern and perhaps other significant differences in curriculum, teaching methods or distance from home to school.

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[18] op. cit., p. 49

An examination of Group B situations involving high school groups clearly indicates that they, like the junior high students, are more conerned with vertical articulation between major school units. Though the proportion of senior high school reports of this type are only half that for the junior high schools, one in every six of the senior high school articulation situations is of this type, indicating that the transition to sophomore status is recognized by students as a significant point for considering continuity of learning experience. Statistics published by the school district of Philadelphia are worthy of mention here. In the 1974-75 school year 7,232 students dropped out of school for various reasons between the 10th and 11th grades.[19] Though no full study is available on this group of drop-outs, it is reasonable to assume that problems related to existing articulation practices might be a factor.* There is no comparable drop-out rate at any other grade level.

There was a survey of Philadelphia high school drop-outs made in 1973-74. The drop codes assigned by Pupil Personnel and Counseling, a division of the Philadelphia school system to account for students who leave school before graduation, states the following:

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[19] Facts and Figures, 1975, Office of Informational Services, School District of Philadelphia, p. 11-15.

*Many students reach the age of 17 when they may legally leave school about this time in Pennsylvania.

> The students' reasons as indicated by this survey, come closer perhaps to describing the true situation. Two-thirds of the respondents answered this question. Of those who did, almost 17.0% said they left school because they didn't like it; school was a hassle; a bore; a teacher or counselor was unfair; or they couldn't get a transfer to another school.[20]

The same Philadelphia survey lists the following verbatim reasons these students gave for leaving school:

1. Retained in grade; left back; left down; repeated grade; in grade two or three years, wasn't passing; too far behind.
2. Didn't like it; lost interest; was bored; school was a hassle' teacher, counselor, vice principal was unfair.
3. Pregnancy
4. Needed to take care of baby; no baby sitter.
5. Gangs
6. Needed to work; financial problems; wanted to work; got a job.
7. Dropped out; quit; didn't want to go to school; didn't need to.
8. Course desired not available; teacher didn't know what I wanted.
9. Personal reasons (unspecified); home problems; parent died; help mother; personal and family problems; sickness in the family; transportation.
10. Got married
11. Sickness; illness
12. Got put out.

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[20] Drop-Outs, 1973-74, Survey of Philadelphia High Schools, Office of Research and Evaluation, School District of Philadelphia, p. 11.

13. Poor attendance; cutting classes.
14. Teachers not helping slow learners; wasn't learning.
15. No reason; none.
16. Racial problems.
17. Government service (Job Corps, N.Y.C., armed forces).
18. To go to another school.
19. Juvenile delinquent; troublesome kid.
20. Other.[21]

Even though the above verbatim reasons were given by urban students, it would seem that any school system could effectively respond to items 1, 2, 5, 7, 8, 13, 14, and 18. A well conceived articulation plan, might, indeed, help reduce significantly the number of drop-outs in these areas.

According to the 1958 Yearbook, A Look at Continuity in the School Program:

> Overall results from studying 4,197 situations reported in 2,974 student reports would seem to emphasize the following answers to the question: When and where do school children recognize aids or barriers to steady progress?
>
> 1. When moving to a new school community?
> 2. When faced with certain types of teacher behavior?
> 3. When dealing with school subject matter?
> 4. When moving to a new school level.[22]

The table which follows indicates the severity of the articulation problem on the middle school and junior high school level. For the study, grades 5 through 9 are significant.

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[21] Ibid., p. 15

[22] A Look at Continuity in the School Program, 1958 Yearbook, p. 31

TABLE - 1

IMPORTANT DISTURBING REMEMBRANCES

	GRADE		
	4 - 6	7 - 9	10 - 12
Moving to new school community	1 (25.5%)	2 (19.0%)	-
Moving to a nes school level	-	1 (33.8%)	2 (16.7%)
Teacher behavior	-	-	1 (21.2%)
Subject matter	2 (24.1%)	-	-

A well conceived articulation plan must take into account those situations that helped or hindered the students at the various grade levels. This practicum is, primarily, concerned with problems of articulation at that point in time that a student enters middle school or junior high school, or leaves them for high school.

In Philadelphia, Pennsylvania, where this practicum was prepared, there was little effort devoted to the problem of articulation beyond the publication of scope and sequence charts in the various instructional guides as we described earlier. Schools were left to develop whatever procedure they felt would best overcome their articulation problem. The effect of this policy has been the development of no effective articulation plan for the city. The thesis of this practicum is that the levels of academic achievement can be raised, pupil disruption reduced and the drop-out problem alleviated with an effective articulation program. The evidence presented in this study seems to indicate that a good articulation program does appear to have a positive effect on how well a child performs in school.

SITE OF PRACTICUM

The middle school - junior high school articulation activities described in this practicum took place in Administrative District I of the School District of Philadelphia, Pennsylvania. This district, located in the southwest part of the city, includes all schools west of the Schuylkill River and south of Lancaster, Girard, and Haverford Avenues* It has the distinction of providing full services to care for the educational needs of over forty thousand students. 37,284 or 89.6% are Black, 41 or 0.1% are Oriental, 57 or 0.1% have Spanish surnames and 4,246 or 10.2 comprise all other students[23] There are three comprehensive high schools, three junior high schools, three middle schools, three special schools, twenty-six elementary schools, one middle years alternative school and an annex to the Parkway Program.

The over-riding goal of the district is to make sure that all of its children are given an equal opportunity to experience success in education. This district also has seven hundred seventy six (776) elementary teachers and nine hundred and eight (908) teachers in secondary schools.

ARTICULATION IMPLEMENTATION IN DISTRICT I

A plan of instruction involving many schools, as was stated earlier, can not expect to be effective without a curriculum coordination plan among them. An examination of the relationships of schools in District I indicates that the Superintendent of the Administrative

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*Note attached map of Administrative District I in Appendix. (A)

[23] Enrollment in the Philadelphia Public Schools, 1973-74, Office of Research and Evaluation, Phila., Pa.

District does, in fact, have an articulation plan for his schools. The key to his articulation plan is the varied way he relates the schools and personnel, including parents and students, to get the maximum efficient use of them all. The brief account which follows is indicative of how articulation works in District I.

The principals at all levels, elementary, junior high, middle school and senior high school, meet regularly, twice a month to review administrative or instructional matters affecting the district. The subjects presented normally concern all schools in attendance. At times during the month, the Superintendent, or his designee, will meet with administrators of a particular level, i.e., elementary, to discuss problems of significance to them.

The schools in the district are usually related according to their proximity to one another. The schools may also be clustered according to their feeder patterns. Note the attached memoranda that relates to the west cluster of District I.[24] The high schools might belong to more than one cluster arrangement. The high schools are fed by three or more junior high schools or middle schools.

The schools in District I are also articulated among subject lines. In fact, the current district Reading Plan, copy attached,[25] presents a different school to school relationship.

The parents are involved in the articulation program on the district level through monthly Home and School Council meetings. At these meetings, representative of all schools in the district meet to discuss curriculum or other problems of current interest. Speakers from the central administrative offices or subject specialists might address the parent group. Communication at these meetings is a two-way affair between administrators and parents.

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[24] Enclosures 1 and 2.

[25] Enclosure 3.

As a result of this practicum, one of the regular meetings the Superintendent has each month for his principals is centered around a curriculum matter. All the district staff personnel who attend this meeting are free to participate in its deliberations. Teachers have rarely been invited to these meetings. Whether or not this should be the case is problematical. This writer feels that teacher involvement should be increased during curriculum meetings. According to one author:

> - - - Curriculum planning comes to life in the subject matter and activities of the teaching-learning process. Every decision made by the teachers and learnees in a classroom or some other part of the school environment shapes and modifies the means of instruction and provides the setting and the opportunities for learning experience.[26]

So concerned are teachers in the School District of Philadelphia about involvement on committees, they have demanded and won the right to be on all curriculum committees as part of their contractual agreement with the school district.[27] This agreement does not extend to the Superintendent's meeting described here, but is required at the level of the school. The Superintendent is required by contract to meet regularly with teachers on district curriculum committees.

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[26] Edward A. Krug, Curriculum Planning, New York: Harper and Row Brothers, 1951, p. 6.

[27] Agreement between the Board of Education of the School District of Philadelphia and the Philadelphia Federation of Teachers, Local 3, American Federation of Teachers, AFL-CIO, Sept. 1, 1972 to Aug. 31, 1976, Article IV, Section 4A, p. 26.

This writer feels that the Superintendent should include key teachers in his regular monthly curriculum planning meetings involving administrators. From the preceeding discussion, the reasons become quite clear. The teachers carry out the curriculum and should be involved in its development.

With this discussion in view, I proposed to the District Superintendent that he consider reorganizing his monthly curriculum meetings to include teachers in hopes that it would increase the possibility of curriculum changes being implemented by the teachers more readily in the classroom. After much discussion about teacher participation, the Superintendent accepted the idea of inviting the teacher on each faculty concerned with the instructional matter to be discussed to attend the meeting with the school principal. The Superintendent agreed to implement the plan in District I. The Superintendent concluded that by having the specialist teacher from the school present, the chances of the subject matter successfully reaching the faculty might be increased regardless of the pressures upon the principal that might delay its early presentation to the faculty.

The Superintendent stated he has increased the involvement of teachers on all district curriculum committees. A reading committee, for example, would have at least a teacher representative. The Superintendent reorganized his district meetingsin the Spring of 1975.

The results of this articulation effort have brought remarkable results to District I. Before the plan was put into effect in 1974 the national test scores for the district were quite poor.* The test results published by the Division of Research, School District of Philadelphia, indicated that District I made more progress on the national test than any of the other seven administrative districts during the same 1974-75 school year. The district articulation plan seemed to have played a significant role in the district's success in reading.

Articulation Activities - Turner Middle School

The articulation activities described in this practicum center on the Dr. John P. Turner Middle School, its four (4) feeding schools and four (4) main schools to which Turner graduates are assigned at the secondary level.

Turner Middle School is housed in a modern air-conditioned building complete with an olympic size swimming pool. It has the distinction of being the last school in the district to have a swimming pool authorzied. The school opened in 1971 and has a present enrollment of 1,610 students (1974-75), 99.7% of the students being Black. Academically, the school ranked 14th among the forty middle - junior high schools in the city.[28] The economic level of the families is sufficiently high that Turner Middle School does not qualify for federal compensatory programs. Many of the families in the community are young and have high aspirations for their offspring.

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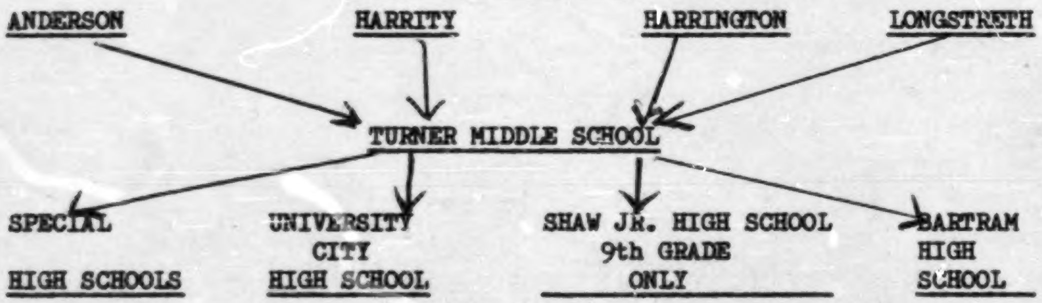
[28] _1973-74 Philadelphia City-Wide Testing Program - Spring 1974 Achievement Testing Program_, School District of Philadelphia, Office of Research and Evaluation, October, 1975, p. 49=56.

* In Philadelphia, the California Test of Basic Skills is used.

Add B. Anderson School - (K-5), William E. Harrity School - (K-5), and the Avery D. Harrington School - (K-4) are the main elementary schools sending students to Turner Middle School. The William C. Longstreth School feeds less than 75 students to Turner each year. Anderson and Harrity schools, like Turner Middle School, do not qualify for federal compensation education funds. Their student body closely approximates that of the Turner Middle School. Avery D. Harrington School, on the other hand, does qualify for compensatory education funds. The achievement levels of the school are lower and many of the students who enter Turner lose the advantages of the extra compensatory funding, because the economic level of the majority of the Turner students disqualifies the school from federal funds. The Longstreth students also lose their compensatory funds when they transfer to Turner. Most Longstreth students are bussed to Anderson and enter Turner from that school. The Turner feeder pattern appears below:

TURNER FEEDER PATTERN


ANDERSON
HARRITY
HARRINGTON
LONGSTRETH
TURNER MIDDLE SCHOOL
SPECIAL HIGH SCHOOLS
UNIVERSITY CITY HIGH SCHOOL
SHAW JR. HIGH SCHOOL 9th GRADE ONLY
BARTRAM HIGH SCHOOL

All elementary schools are of the traditional self-contained class

---

room type. Pupils, typically, are grouped by ability in this one teacher, one class atmosphere. Little team teaching or open classroom type of instruction occurs in any of the feeding schools.

Turner received pupils in September 1975 from the grades and schools indicated.

Anderson School	K-5	282 - Grade 6 (100 are bussed from Longstreth
Harrity School	K-5	142 - Grade 6
Harrington School	K-4	205 - Grade 5
Other Sources		72 - Grade 6
	Total	701

The articulation effort described in this practicum focuses in part upon the 701 students new to Turner in 1975 and its 517 eighth grade graduating seniors.

Three secondary schools receive Turner Middle School graduates. University City High School is the only school that approximates the type of building housing the Turner Middle School. It is an open space school that is fully air conditioned. Team teaching and individualized instruction is being attempted there. University City High School, like Shaw Junior High School and Bartram High School, qualify for compensatory federally funded programs. University City High School is noted for its science program, while Bartram High School stresses clerical practice.

The Turner graduating class was distributed among the secondary schools as indicated.

John Bartram - 147
Julia R. Shaw - 164 grade 8 - 189 grade 7
University City - 124
Special high school placements - 82
Total 517

The schools chosen in this practicum were selected because the elementary, middle and secondary schools were integrally related. A student entering first grade could move in logical order to middle school and through one of the high schools providing he remained at the same address.

Procedure

The practicum began in May - 1975. A questionnaire was prepared and sent to all middle school and junior high school principals in the School District of Philadelphia and to a selected group of principals in Roosevelt, Long Island, New York, Bucks, Delaware and Montgomery Counties in Pennsylvania.* Some school principals in Wilmington, Delaware and Baltimore, Maryland were also sent questionnaires. Sixty (60) questionnaires were mailed. Twenty-four (24) principals responded. Three of the respondents were from suburban school district, while 21 were principals of urban schools.

The survey revealed that the grade 7 - 9 type organization was indicated on the majority of the questionnaires. Though the enrollment varied from school to school, the smallest school reported an enrollment of less than 500 students while the highest enrollment exceeded 1,500 students.

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* Appendix B

The principals were asked what their schools did to make it easier for students to make the transition from one school unit to another. Ten basic responses were made to this question. The table below indicates the number of times each item was mentioned:

TABLE - 2

ARTICULATION EFFORT USED MOST OFTEN BY PRINCIPALS

Rank	Articulation Effort	No. of times mentioned
1	Adult speakers talk to the students from high school.	12
2	Students visit the new school.	10
3	Parent conferences and letters are used.	9
4	Pupils tested for grouping and new school placement.	6
5	Guidance counseling is used in placing students	6
6	Special assemblies about the new school and its programs are held.	4
7	Articulation meetings of some school staff with the new school staff are used.	3
8	Career Development programs assist in school assignment.	3
9	Conferences between administrators on all levels.	2
10	The school curriculum is modified to meet the minimum standards of the new school.	1

The responses of the principals clearly indicate their concern to directly impact the students. Items 1 and 6 support this view. It is not until item #7 that the principals begin to consider staff involvement in the articulation effort. Curriculum concerns ranked last among 10 ranked responses to this question.

The second question principals were asked concerned the methods they found to be most effective in the articulation process. Table #3, which follows, indicates their reply.

TABLE - 3

MOST EFFECTIVE MEANS OF ARTICULATION

Rank	Most Effective Means of Articulation	Number of Responses
1	Orientation by guidance counselor	9
2	Visits to new school by parents and students.	7
3	Principal or member of his staff visit feeding school.	7
4	Administration of test for grade placement.	4
5	Individual parent conferences.	4
6	School administration maintains direct contact with each other.	3
7	Orientation type assembly programs	3
8	Faculty program planning	2
9	Career Development	

Guidance counceling heads the list for most effective articulation means as conceived by principals. Items #6 amd #8, which pertain to faculty involvement in the articulation process and program planning, are near the end of both lists of articulation methods most used by principals.

THE TURNER MIDDLE SCHOOL ARTICULATION PLAN

From the preceeding discussion of the research project described in the 1958 Yearbook, Association for Supervision and Curriculum Development, and the survey of principals conducted in this practicum, it became increasingly clear that the elementary pupils enter the middle school or junior high school plagued with anxiety for the many reasons stated in the research.

The Turner Middle School Articulation Plan was designed to capitalize on these findings. The vehicle the school employed was referred to as the "Turner Articulation Team." The Turner Articulation Team consisted of the following persons, who actively visited each of Turner's feeding schools: the school principal, a school counselor, 4 typical, but verbal students who exhibited a good Turner School adjustment. An ebullient personality, not necessarily high scholarship, was an important consideration in selecting these students.

The principal was a necessary part of the Articulation Team because it was felt that the new students and their parents should know who he is and be able to speak to him in familiar surroundings. The principal's responsibility was to describe the Turner Middle School program in terms the pupils could understand. The principal used a television tape depicting a day in the life of a Turner students in their academic classes, expressive arts classes, physical education and swimming classes. The color slides of the swimming classes were most exciting for the pupils. The feeding schools send their pupils to Turner each week to take swimming lessons. In preparing the slide presentation, we were careful to include a few pictures of swimmers from each feeding school.

The counselor, a person most elementary pupils have knowledge of, then spoke to the pupils and their parents. She described the services she offers and invited each pupil to visit her office when he came to Turner. The main stress of the counselor's presentation was that she was there to help every pupil.

The 4 students on the Articulation Team were perhaps the most valuable team members, because they could "tell it to the pupils like it is." They fielded questions about homework, discipline, the teachers, etc. They stated they were a little afraid to come to Turner at first because of what they had heard about the school. They found, instead, that Turner is not like that at all. You can do whatever you want there, as long as you follow the simple rules that are in the handbook. The students stated they helped set up the rules in the handbook.

After the large group meeting, the pupils were broken up into smaller groups, so that they could meet and talk to the Turner students. While this activity was taking place, the principal and

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counselor spoke to the parents in groups and responded to their questions. At the conclusion of the visit by the Turner Articulation Team, the elementary school was invited to visit Turner. The date for the school's visit was confirmed with the elementary school principal before the Articulation Team left the building. After each visit, some copies of the Turner handbook were left for each class of students coming to Turner.

Before each visit by the Articulation Team, either the Turner School Orchestra would play a concert in the school, or a stage production would be given for the new pupils by the Turner Middle School Center for Performing Arts. The Center for Performing Arts is an Alternative Program, which uses drama as a means to improve the basic skills.

Before all of the above activities took place, at least a planning meeting was held with the elementary school principals involved.* The principals welcomed the opportunity to mmet and discuss the articulation program. One principal expressed surprise at the meeting, because no meeting of this type has ever previously taken place in his ten years as a principal. Another principal felt the meeting was an excellent opportunity to introduce their pupils and parents to Turner and lessen their anxieties.

Student Survey

A questionnaire was administered to 475 of the 701 pupils to enter Turner Middle School in September - 1975.[29] The responses to the questions, as was expected, varied widely as to their type. Some of the variation was no doubt due to variations in how the questionnaires were administered. Classroom teachers of the various schools administered the questionnaires to their pupils. Some of the variation, such as different ways of explaining what was meant by certain terms or different illustrations (or lack of them) seemed to account for the widespread pupil responses. Some of the variations seemed to be associated with age or grade levels of the pupils responding. There was some evidence that some pupils were told how to respond to the questionnaire. For example, in a certain set from one school, all the children said very much the same thing, indicating that a certain mental attitude might have been established by the way directions were given. Some papers were more detailed than others. Variations in ability in written expression were also apparent.

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*Copy of letter attached - Enclosure #2

Before the questionnaires were analyzed, approximately 100 forms were read at random to get a feel of what they contained. On the basis of this initial reading, a data collection sheet was developed, revised and finally employed in getting data from the questionnaires.[30]

In light of the purposes of this practicum and the nature of the replies, the final choice of any analysis technique was one which appraised each child's report form as a totality rather than in terms of the original 4 questions proposed. This procedure ruled out unnecessary duplication (same idea expressed by the same person in more than one way) and organized the data under common categories regardless of where in a child's total report the pertinent material was recorded.

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[29] Copy of the Student Questionnaire is attached as Appendix C.

[30] Appendix D.

One big problem was the devising of a system for recording the information children had supplied so that it could be summarized. While there was no intention to impose unrealistic or inaccurate "uniformity," it did seem necessary to work out a method for recording the common threads which did exist. The data collection key and tally sheets for individual schools and all school summaries are attached.[31]

The first question the students were asked to respond to concerned any difficulty that they encountered going through elementary school. Fear of getting beat up ranked high as a real threat. Disruption in the classroom was another item that caused the pupils discomfort. The inability to perform academic tasks ranked third among their concerns. The order in which the fears were expressed may be due in part to the economically changing urban community in which the schools are located.

When the pupils were asked how they felt about going to the new school (Turner Middle School) there were mixed feelings expressed by the pupils. The majority of pupils who replied (approximately 76) expressed feelings that ranged from "wait and see" to extreme happiness.

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[31] Appendix E

A sizeable number (22) regretted going to Turner. In fact, they were angry and resentful about the change. All of these "angry" students came from one school. Perhaps they were influenced by the way in which they were asked to respond to the questionnaire. A large number of pupils at this school (Anderson) attended Anderson all of their school lives. Leaving familiar surroundings might also have contributed to their negative reaction.

In response to question #7 of the fall questionnaire too few pupils bothered to respond regarding how they felt about Turner. The few who did (28) expressed very favorable opinions about their new school.

The last question in the survey sought to find out why the children reacted as they did. Those who looked forward to coming to Turner stated they liked it because they had friends at Turner. In many cases, they named many of them. There was concern expressed by some pupils as to whether they would have continued success in subject matter. The most non-commital group was from the Anderson school. Again, this may be attributable to the high academic aspirations of the parents and the fact that all of their school experience was in the Anderson school.

The articulation activities involving pupils previously described took place in the spring of 1975. There appeared to be a definite need to overcome the anxiety expressed by pupils, particularly from the Anderson school and statements of fear of the

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unknown expressed by students from the remaining feeding schools.

To overcome some of the fears, letters of welcome to Turner Middle School were sent to each new pupil and directions regarding the opening of school were sent to their parents prior to the opening of school. In September, they were assigned an advisor (Teacher) chosen for his or her ability to acclimate new students. The advisors of these classes displayed, in previous years, a particular skill and understanding of the problems of new pupils. An upper class student was also assigned to meet with these new pupils during their weekly advisory periods.

Mental Health Team

The Articulation Team, operationaly, at Turner, did not cease to exist once the new pupil became a Turner student. Many types of social and emotional problems which could not be foreseen had to be dealt with among the new students. To help the student, the Articulation Team was expanded to include the students' 4 academic teachers, the school nurse, House Coordinator and school psychologist. Of course, the parent of the student experiencing difficulty was a necessary part of the team. The Articulation Team, with these added new persons became what we termed the "Mental Health Team."

New students could be recommended to the Mental Health Team by any faculty member. We were especially looking for loners, fighters,

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and students with academic problems. Students who presented discipline problems in the classrooms, cut classes or were truant were recommended to the Mental Health Team. The goal of the Mental Health Team was to help the student overcome his anxieties, so that he could release his energies to learn. This service is not restricted to new students.

The memorandum to teachers which follows, explains how the Mental Health Team functions:

To: All Teachers, Counselors and Staff

From: Matthew C. Knowles, Principal

Re: MENTAL HEALTH CONSULTATION PROGRAM - Clarification of Schedule, Structure, and Composition of Mental Health Teams.

I SCHEDULE FOR TEAM MEETINGS:

	9 - 10:00	10 - 11:00	11 - 12:00
Week #1	PLANNING SESSION CONSULTATION TEAM Dr. Samuel Wright Dr. Richard Kluft Mrs. Mary Knecht Mr. Thomas Ruth Mr. Alvin Thomas (Consortium Members)	HUGHES-KING HALLS (DR. Kluft and Mr. Ruth	
		BETHUNE-DUBOIS HALLS (Dr. Wright and Mrs. Knecht	
Week #2	ALLEN-BANNEKER HALLS (Dr. Kluft and Mr. Ruth		
	DREW-TUBMAN HALLS (Dr. Wright and	- - - - - - - - - - -	Mrs. Knecht

II STRUCTURE:

A. Each week is divided into three, one hour time slots. Two hours are spent in team meetings, with the third hour varying in function.

1. During any given week, our two consultation teams (Kluft-Ruth/Wright-Knecht) are involved in two houses; thus requiring the two week cycle to cover all four houses.

2. Although every house has three teams of teachers, schedules/time limits are such that we only meet with two teams per house. Therefore, we have regular, bi-weekly contact with eight out of twelve of the teams.

3. The schedule is arranged so that a consultation team is located on both floors simultaneously. This was to accommodate participation of the Vice Principals, as it is our understanding that Miss Carn and Mr. Warrington cover the second and third floor respectively.

B. The week #1 schedule provides the only one hour time period when both consultation teams are not involved in house team meetings. Therefore, we are using that time (9:00 - 10:00 a.m. as a planning session.

C. The Week #2 schedule allots one free hour for each consultation team, which is used for follow-up discussion or individual contacts with school personnel, when they are available.

III COMPOSITION OF MENTAL HEALTH TEAMS:

As conceived in our earlier contacts this year, "across-the-board participation" of the following school personnel is essential to the purpose and degree of productivity of the Mental Health Teams.

1. Principal*
2. Vice Principals
3. House Coordinators
4. Counselors
5. Team of Four Teachers - (5 where P.E. classes are placed)
6. Non-Teaching Assistants
7. Nurse*
8. Guidance Assistant*
9. Staff from the Fifth House - Expressive Arts**
10. Student Teachers/Substitute Teachers

(We would not want to limit participation to the above named personnel, and would welcome your recommendations regarding other potential team participants.)

* Since two teams are meeting simultaneously, these members would of necessity, participate on a rotating basis.

**To date, the Fifth House has not been included in the meetings. While they too, would need to rotate, we do feel their contribution would be valuable.

(END OF MEMORANDUM)

The First Day of the New Term

On the first day of school, after the preliminary administrative details of assigning students to sections was completed, the advisor immediately took control of his group. The pupils were given rosters and a walking tour of the school plant. During the tour, basic school policy was explained with differences between Turner policy and that of the elementary school emphasized. The advisors of most of the new students formerly taught in the elementary schools. Each student was then given a student handbook. He was encouraged to read it. This handbook became the subject matter of class advisory periods for the first two weeks of the term.

On the second day of school, the parents of all students new to Turner were invited to a meeting at the school. At this meeting they were introduced to the staff, were told about some basic school policies they should be aware of and were given an opportunity to meet their child's teachers. The teachers introduced themselves, explained their subjects, the homework policy and the need for each parent to become a participant in the learning process. The parents were told to visit the school often, how to contact the school by telephone and to read all school communications sent home.

Each House, Turner is organized under a House plan, has a monthly newsletter describing activities that have occurred and those that will take place. Changes in policy are mentioned and outstanding contributions of students are included. Membership in the Turner Home and School Association was encouraged for all new parents. They are also asked to serve as room parents for school trips or to assist the clasroom teacher as time permits.

Turner Middle School Parent Forum

Parents of new Turner students often needed the support of other parents while their children were adjusting to their new environment. The role of the Turner Articulation Team was primarily geared to help the students enmasse to adjust. The Mental Health Team is geared to meet the needs of the many individual students

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who need specialized care. Though the parents are a part of the Mental Health Team, the parents often feel that they are the only ones with these problems. Because only one parent and his or her child is the subject of a Mental Health Team session, one can understand how the feeling of dispair can affect the adult family member. To help these parents cope with the particular situation, all parents who attended Mental Health Team sessions were invited to attend a Parents' Forum for new parents.

The Parents' Forum was designed to acquaint the parents with some of the basic principles of human growth and development. The meetings usually center around some characteristic of the child-in-the-middle. We attempt to get parents with similar types of problems together where possible. Parents whose children are truants or discipline problems are generally invited to the same session. At a recent Forum meeting, the topic of discussions was gangs and how to deal with them. The speaker was from the City of Philadelphia Gang Control Unit. Most parents present were aware of the existence of gangs because their children were affected by the destructive activity of gangs, or, possibly, have known gang members.

During the discussion period following the speaker, the parents learned that there is a strong need for a child 10 to 14 years old to belong to a group. The group's formation was a natural consequence of the child's growth and development. Through discussion, the parents learned that gang energy can be constructively directed. Parents who achieved success offered encouragement to others in dispair. The Forum sessions are informal. Refreshments are served, paid for by the Turner Home and School Association. The Forum sessions are, in actuality, group therapy sessions. The counselor and at least one member of the school administration function in the Forum as part of the group. These members only participate in the discussion when "forced" to do so. The school looks for ways to help the student over his adjustment period through insights that may be gained from what a parent might say.

One outcome of the Mental Health Team and the Parents' Forum has been a reduction of serious counseling cases. In 1974, among the in-coming students, the counselors handled 40 cases they termed serious enough to require more than one visit. In September 1974 only 18 such cases were identified among the new students. This reduction in serious cases of 45% cannot totally be attributed to this articulation effort. Yet, the school records, since the school opening in 1971, indicated the following:

1971 - 74 serious cases
1972 - 69 serious cases
1973 - 65 serious cases
1974 - 40 serious cases
1975 - 18 serious cases

Changes in the school feeder patterns and the experience gained by the school counselors over the years might have enabled them to label the counseling cases differently from 1971 to 74. It does, nevertheless, appear that the articulation effort helped to reduce the number of serious

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counseling cases.

The activities just described, which occurred during the first months of the term, are preceeded by joint Home and School Association meetings, in which an attempt is made to begin the articulation process for the next group of new Turner students.

ARTICULATION FOR STUDENTS LEAVING TURNER

No plan of articulation would be complete without the inclusion of students leaving Turner for the high schools. The problem of articulation for students leaving for high schools was, in this writer's view, even more difficult to achieve than at the elementary level. A description of problems at the transition from junior high school to the senior high school described in The Seventh Yearbook, Department of Superintendence, clearly indicates the depth of the problem:

> 1. Homogeneous grouping of students in the junior high school makes a new problem in the senior high school where practically all subjects are elective and there are not enough classes to divide sections according to ability. One school system also reports that along with heterogeneous grouping is usually found insistence by the teacher on one standard for the entire class, regardless of the mental capacity of the individual.
>
> 2. The increased amount of home study required in the senior high school is sometimes difficult.
>
> 3. The emphasis in the senior high school is likely to be upon subjects, while in the junior high school, the pupil is all important. Junior high teachers are apt to have a better training in methods of teaching. In the senior high school, teachers are specialists in their respective fields, and they expect their students to work more independently.

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4. In subjects which include a larger use of the library and of the laboratory, the students meet a new adjustment problem. In Hutchinson, Kansas, in order to facilitate this adjustment, all sophomores are given instruction in the use of the library, the use of the card catalogs, the location of reference books, and the use of the Dewey catalog system.

5. In some cases, the senior high school has group work, less individual teaching, rigid subject requirements, and formal methods.

6. - - - In the senior high, there is less motivation and less preparation for lesson difficulties. The pupils do not appreciate the need of independent study and the increased amount of time that must be given to outside preparation. These pupils experience considerable difficulty until they learn to budget their time and prepare their lessons without supervision.

7. There is more lecture and less project work in senioe high school. Changes in laboratory note books and laboratory methods in senior high school cause too abrupt a change in standards. The student is more on his own in senior high school.

The Elementary Course of Study in Pennsylvania offered this comment as a solution to the articulation problem:[32]

> It is necessary for the elementary school to establish friendly contacts with the secondary school, based on mutual respect and cooperation. The secondary school personnel must know the objectives of the elementary school and the basic philosophy back of the objectives - continuous growth itself suggests closeness of articulation, purposes and practices. Closer cooperation may be secured beteen the elementary and secondary schools by the administrator assuming this responsibility himself, or by a coordinating committee.[33]

Eighth Grade Articulation Plan

The team effort designed to improve articulation for students new to Turner is continued in modified form for graduating seniors preparing to go to high school. The members of this Articulation Team are as follows:

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[32] Seventh Yearbook, p. 136

[33] Bulletin 233-B, The Elementary Course of Study, Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Pa., 1949, p. 40.

Dean of Instruction - A Vice Principal
House Director or Coordinator
Eighth Grade Chairman
Guidance Counselor
All Advisors
Parents

The eighth grade Articulation Team has the major responsibility for planning, developing and executing the articulation activities for the senior class. All seniors are reminded in their first class assembly by the coordinator and counselor that they are in their final year at Turner, and will, in the next year, go on to a secondary school. They are told that their success in getting into the school and courses of their choice depends upon their past grades, as well as on how well they perform during their senior year at Turner.[34] A whole series of activities are employed to prepare the senior for the secondary school. These activities, which span most of the school year, are described in succeeding paragraphs.

First, conferences with the students and their parents are held with the counselor to review the student's cumulative records and to "assist"[35] the parent and child, who have the final say, in arriving at a course selection for high school. Parents, at this time, are advised as to the high school their child is to attend regardless of course selection.[36] In some instances, acceptance in a special program will preclude a student's attendance. At the regularly assigned high school, attendance is usually determined by the student's home address.

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[34] Enclosure 4

[35] Enclosure 5

[36] Enclosure 6

A Career Conference for the eighth grade was held early in the year to introduce the students to the professions.[37] The practitioners of various professional fields made visits to the school, mingled with the students and "rapped" about their work.

"IN" - Interest Negroes, is a group of Black professional who permit Turner students to spend time in their various work locations observing as the professional actually works at his job. A surgeon might well permit a student interested in medicine to observe an operation.

PIMEG,[38] a program designed for students interested in engineering, is begun early in the term with visits to industry and with engineers both on the job and in school. A teacher in charge of career development arranges additional in school and on-site visits for all students. In short, these real life experiences given the eighth grade students closely coincides with the student's course selections.

Special articulation assemblies are held prior to the actual course selection process by the students.[39] At these assemblies, representatives of each secondary school are asked to make a presentation to the future graduates. Usually, the school produces a light and sound presentation followed by supplementary information by an administrator, academic counselor and some of their students. We usually request former Turner students. The assembly program is usually followed by an on-site visit to the high school and is often an all day activity including visits to some secondary classrooms and programs in progress.[40]

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[37] Enclosure 7.

[38] Enclosure 8

[39] Enclosure 9

Monthly newsletters are sent home to parents regarding all eighth grade activities. Any news releases from the higher schools are also made available to the students and their parents. All during the course selection and articulation process, the class advisor stands ready to assist the student. Guidance counseling, as one might expect, becomes more intense during the senior class articulation program.

When records are forwarded to the high schools, Turner counselors also assist the school, when requested, in assigning the student.

A follow-up plan is being developed to determine how well Turner graduates are doing in high school. Because Turner has only graduated two classes, none of whom have graduated from high school, we do not have sufficient firm data to judge the success of our efforts. Comments from the schools that have received Turner students have stated that:

> Turner students have come academically prepared to learn and present few emotional problems to their staff.*

Enclosure 11[41] is a memorandum from the Turner Middle School's Career Guidance Specialist describing the 1974-75 programs in the school, as she evaluated them.

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[40] Enclosure 10

[41] Enclosure 11

*This is a sample of a Typical telephone conversation we requested from the high school counseling staff.

FINDINGS OF SPRING NEW STUDENT ORIENTATION PROGRAM

In order to measure the effectiveness of the spring - 1975 articulation program for students new Turner in September - 1975, a questionnaire was administered to 230 of the new students after they were in school one week. The time period gave the students the opportunity to get, at least, one complete roster experience. Better than one-third of the 701 new students were involved in the questionnaire. An analysis of the questionnaire revealed that most of the respondents were in grades 5 and 6. They came from all the feeding schools and possessed a wide range of ability. Students are heterogeneously grouped in Turner Middle School. The I.Q. range in the group was 50 points.. The lowest I.Q. recorded was 85, while the highest I.Q., 135, was recorded for the group involved in the questionnaire. A small number, 10, of the students involved, came from parochial schools, or private schools in the area. A greater number, 15, but not significant for the purposes of this practicum, came from public schools other than those involved in the Turner feeder patterns. (Anderson, Harrity, and Harrington were the main schools involved in the practicum. The minimal involvement of the William C. Longstreth school was previously described.) The students ranged in age from 9 to 11 years.

The fall student questionnaire was designed to get at the real feelings of the students about their elementary schools; their preconceptions about Turner Middle School; and their feelings after

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one week's experience as a student. The questionnaires were administered in the student cafeteria. The six clases necessitated two test administrations. This situation occurred because the rosters of the 5th and 6th grade students would not allow both groups to be available at the same time. The class advisor accompanied his class to the cafeteria.

Once in the cafeteria, the students were given a brief review of the activities they were involved in to prepare them for Turner in the spring. They were told of the visit of the Articulation Team (this term was never used in addressing the students) to their school and reminded of their previous visit to Turner. The students were then told "the purpose of this questionnaire is to find ou how you felt about Turner Middle School before you came and how you feel now." To preserve the anonymity of the students, they were told only to place their former (old) school name on the questionnaire. The present grade, age and date of questionnaire were the only other data the students were asked to give. When the questionnaires were completed, all papers were collected and the data which follows was developed.

The questionnaire consisted of 7 questions. Question #1 asked the students to tell about anything that has happened to them at Turner that has helped them to feel better about leaving elementary school. Because of the many ways the students responded or expressed the same thought in different words, it was deemed necessary to develop a code "key" for their responses. Table #4 below indicates how the students responded. The responses to this question were grouped into 8 areas.

TABLE - 4

RESPONSES OF STUDENTS NEW TO TURNER MIDDLE SCHOOL

Item	Incident, Activity, Person or Persons	Number of Responses
1	School atmosphere	76
2	Hot lunches	48
3	Glad to leave elementary school	45
4	Curriculum or program	47
5	Teachers	26
6	Student lockers	15
7	Discipline	12
8	Other	6

The atmosphere of the Turner Middle School seemed to be most important in the minds of these new students. The feeling of being welcomed and a part of the Turner School was stated in many ways. The students spoke about how the advisor helped them with their rosters and showed them "where to go." Some students felt free to go to any adult for information. One student expressed his feelings by saying he felt "grown up", the teacher doesn't have to take me everywhere. Even those who were bewildered at first by the size and construction of the school like the idea of moving from class to class and meeting new teachers.

The position of hot school lunches on the list was surprising to this writer. Many of the students were involved in lunch programs in their elementary schools. The lunches they received must have been cold and unpalatable in many cases for hot lunches to place so high on the list. Some students spoke of not eating some lunches before coming to Turner, or other students throwing food around in elementary school. Discovering hot lunches at Turner and being able to eat them in a clean pleasant atmosphere, without fear of someone taking their food was very important to the students. Though hot lunches were mentioned by students from all schools, the Harrington students expressed appreciation for the hot lunches most often.

The curriculum or program (47 responses) was also important to the students. The newness of the building, the swimming program and general atmosphere of the school over this short period of time makes it very difficult to judge the curriculum or school program responses with any degree of accuracy. Though most students liked the large open class rooms, they were at least 10 who stated "learning in the large areas without doors is difficult. I get distracted."

Being glad to leave elementary school is, in this writer's view, a natural response. It is a sign of growing up and an anticipated experience by most students this age (9 - 11). Yet, a few were "scared" when they had to go to the third floor "where the big boys and girls are" for some classes.

Student lockers were a new experience for most new students. The students who could open the lockers were overjoyed. Those who had difficulty expressed great dismay. All students were pleased, once they learned to open their lockers, because, for once, they had a place they could secure their personal belongings. Fear of losing personal items loomed high in the minds of the new students.

The question of discipline, which came out quite low in response to the first question, perhaps, is hidden or overshadowed by the euphoric feelings of the students about the Turner School atmosphere, curriculum and teachers. Yet, from the responses, it seemed clear that the students had different meanings for discipline. Most of the students expressed a concern for rules in some way or other in their responses. One student stated he "came to Turner to learn and not have to to fight and get disturbed in class."

All students did not reply to question #1 and the responses of some who did were unintelligible. Others expressed more than one thought about Turner that made them feel better about leaving their elementary school. Such multiple responses were also tallied. This accounts for the difference in the 230 students who took the questionnaire and the total number of responses recorded.

In question #2 of the fall student questionnaire, the students were asked to check 5 activities or persons that they felt helped them most adjust to Turner. A space at the bottom of the form was left for the student to make additional responses. The student responses appear in Table #5.

TABLE - 5

ACTIVITY OR PERSON THAT HELPED NEW STUDENTS THE MOST

Item	Activity or Person that Helped New Students	Times Mentioned
1	Class Advisor	199
2	Classroom Teacher	185
3	Parents	178
4	The Roster	158
5	Old Friends	113
6	The School Handbook	104
7	New Friends	84
8	Counselor	70
9	Assembly Programs	68
10	Others	

The teacher stands out clearly as the most important individual that has helped the student adjust to Turner Middle School. The class advisor nudges out the classroom teacher (two distinctly different teacher functions), because he is required to give his or her advisory counsel and guidance during the difficult first weeks of school. Advisors are usually selected for new student sections because of their past experience and understanding of the need to assist new students.

The high place on the list the parents attained is due partly to the concern the parents have for their children going to his "big school." The role of the parents is mentioned most often by the 5th graders, the youngest students. One year, apparently, makes a big

Apparently, many of the new students adjusted well to Turner Middle School. The items which made it difficult for the new students to adjust to at Turner are listed on the following table.

TABLE - 6

INCIDENTS THAT MADE IT DIFFICULT FOR NEW TURNER STUDENTS

Item	Incidents that made it difficult for new Turner students	Times Mentioned
1	Following new roster	65
2	Difficulty opening new locker	58
3	Nothing	42
4	Teachers	21
5	School Rules	20
6	Classwork	17
7	Lunch Lines	9
8	Open Classroom	5
9	Lack of friends	5
10	Bigger boys and girls	9
11	Fear felt about small size	2

Interpreting the responses of the new students was a difficult task. After reading the responses over several times, it was possible to reduce the many expressions used by the students to explain their lack of adjustment to the items on Table #6.

It is no surprise to this writer that a new student would have some difficulty following his roster or opening his locker. The aim of this articulation and orientation process is to reduce difficulties of this type. When one considers there were 701 students in the new class, the small number of students having difficulty in items 1 and 2 (123) speaks to the effectiveness of the articulation and orientation program after one week of the new term.

Forty-two students stated they had little or no difficulty adjusting. Whether this was due to the effectiveness of the articulation program, or the presence of old friends at Turner, is not clear from the student responses.

Teachers, who ranked #4 on this list, where they were first on the list of persons who were most helpful, can be explained, in part, by the way they treated the new students. It was mentioned on more than a few questionnaires that some of the teachers were strict and "didn't take any stuff." Many of the 5th and 6th graders came from schools that permitted unlimited student freedom. The demands to conform to some rules or school discipline was a new experience for many.

The students expressed surprise at the amount of classwork expected by the teachers. Some were happy to have "real" assignments to do, while others thought homework that developed from the classwork was something they could do without. Some students did react negatively to the open classrooms. Those who didn't like them felt the large areas without walls and so many students would distract them. Especially when they could hear another lesson being

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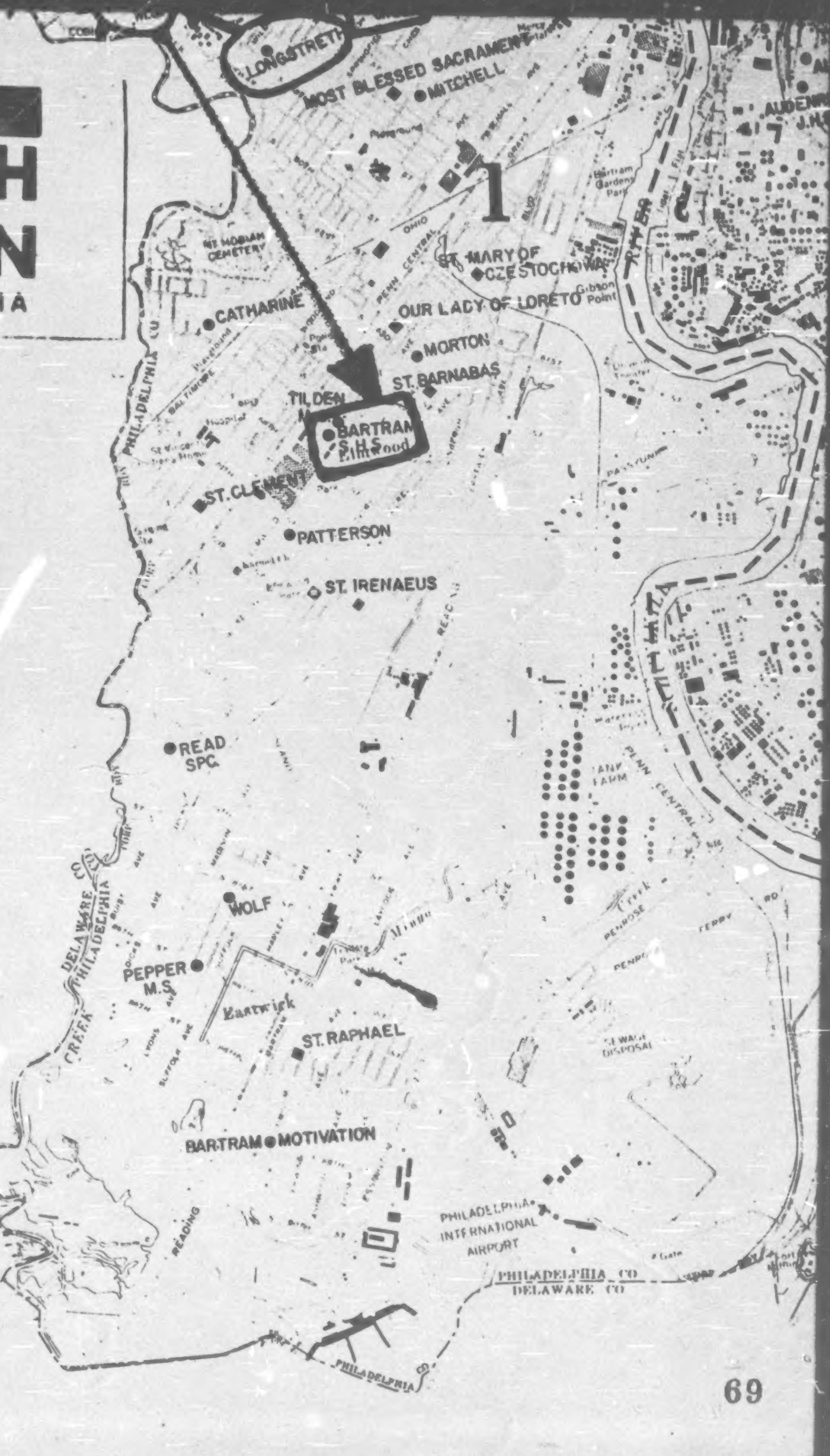

LONGSTRETH
MOST BLESSED SACRAMENT
MITCHELL
1
MT. MORIAH CEMETERY
ST. MARY OF CZESTOCHOWA
CATHARINE
OUR LADY OF LORETO
MORTON
ST. BARNABAS
TILDEN
BARTRAM
Elmwood
ST. CLEMENT
PATTERSON
ST. IRENAEUS
READ SPC.
WOLF
PEPPER M.S.
Eastwick
ST. RAPHAEL
BARTRAM MOTIVATION
PHILADELPHIA INTERNATIONAL AIRPORT
PHILADELPHIA CO.
DELAWARE CO.
DELAWARE CO.
PHILADELPHIA CO.
CREEK

EXHIBIT "A"

taught in their area. Most students, however, stated they liked their classrooms. This conclusion is supported by the high rank given the students to the classroom teachers and atmosphere of the school on question #2 of this questionnaire.

Item #7 on the table, waiting in lunch lines, is a fact of life that the students will have to learn to tolerate. Some of the problems in this area may be improved by personnel serving the food and school scheduling, but eliminating food lines altogether in a school cafeteria does not seem to be a possibility for this writer.

Items #9, #10 and #11 are items of real concern, even for their low ranking on the list. These items tell how the new students really feel about coming to Turner Middle School. The new students didn't like to have to meet up with bigger boys and girls and felt a real need for friends, especially among their peers. The last few items on the chart speak to the need to be cognizant of the mental strain placed on the 5th and 6th graders because of their size. This is one reason a junior high or middle school principal should take care in selecting teachers and advisors for new students. It would seem that an articulation program that failed to consider the mental and physical needs of the students would be doomed to failure. Poor adjustment in the form of academic failure, discipline problems, absenteeism, lateness and cutting of classes could reasonably be attributed to the low self-esteem of the new students.

In question #4 of the fall survey, the students were asked to tell of any experience which grew out of question #3 that was pleasant or unpleasant. Of the 241 pleasant experiences, Turner's "good curriculum" - expressed in many ways on the questionnaires, ranked first.

TABLE - 7

PLEASANT EXPERIENCES OF NEW STUDENTS

Rank	PLEASANT EXPERIENCE	Times Mentioned
1	Good curricukum	129
2	Nothing	40
3	I like the school	12
4	Lockers	23
5	Rosters	12
6	Teachers	13
7	Lunch	11
8	Transportation	1

Five student responses mentioned subject matter (curriculum) and discipline (school rules) as being particularly unpleasant to them. Only one student each complained about lockers and the lunchroom waiting lines in this question. Though the lunch lines were never really big student concerns, its importance tailed off drastically in question #4.

Question #5 of the fall questionnaire sought to find out whether the articulation program affected the way they felt about Turner Middle School. By a tabulation of 181 to 72, or better than 2 to 1, the students stated they did not feel the same way about Turner now (at the time of the questionnaires) as they did last year. The following are some random samples of the new student responses:

"I thought it was a bad school, now I like it."

"Because I thought it was going to be a whole lots of fights like my sister said."

"Because you get to do more activities at Turner."

"I do not feel the same way. I did not think it would be so nice."

"I like some of the things in Turner."

"I like the lockers."

"I don't think so because I have nice teachers."

"I like Turner because they treat you more grown up than last year."

"Because at elementary school they always had fights."

"Because the school is bigger and better."

"I would have to say no because I wasn't here last term."

"Because I thought we didn't have to stand in line."

"Because I don't eat lunch in the gym and I don't stay in one room."

The preceeding comments taken at random from the student questionnaires indicate, to a degree, that the articulation program did change the attitude and opinions of many of the new students. A check of "Yes" or "No" in itself does not indicate whether the change is positive or negative. From the random statements written by the students, the check indicates that, in most cases, it was positive whether the check was yes or no. The point here is that many students felt good about coming to Turner last year. Their actual experience was pleasant. These students would check "no" and with a positive comment. Ninety-five students who bothered to write a statement to question #5 gave positive reasons for feeling different about Turner. Eighty expressed no charge or negative feelings. The remainder of the students, 128, did not comment at all. The new student responses are presented as follows:

Do you feel the same way?

YES - 72 (no change in opinion)
NO - 181 (different change in opinion)

Positive reasons for checking answer

95

Negative reasons for checking answer

80

In question #6 the students were asked if they could change Turner Middle School, what changes, if any, would they make. Samples at random from their replies appear below:

"It should not have any fifth graders because Turner is over-crowded."

"Some people's advisory are in the auditorium, and some are in the cafeteria."

"It would be nice if you let all the kids in Turner go swimming and on trips. I would not let no fifth graders come because it would be over-crowded in the school."

"Change some rules and get new teachers."

"Nothing"

"Get free lunch tickets."

"I would make rules and be nice to everyone and I would make sure that everyone goes home safe."

"I can't think of one thing."

"I would not change it. I would leave it in the same way, I like it as it is."

"Bigger swimming pool."

"No, because I like it the way it is."

"Boys in lunch"

All new students did not elect to write a comment about changes they would make if they had the power to do so. Those who did, as can be gleaned from the preceeding comments, are quite opinionated. Over 70% of the students, (161) who responded to this question thought nothing should be changed.

The last question on the new student questionnaire asked the students to check the box which best explains how they felt about Turner Middle School. One hundred forty-seven (147) students checked they liked Turner and 87 didn't think it was so bad. Only about 11 students stated they wished they were elsewhere.

From the analysis of the fall survey, it seems safe to say that the articulation program planned and executed for new students at Turner in the fall of 1975 did help prepare the students and change their preconceived conceptions of the school, and helped them make the transition to the middle school or the junior high school. The importance of the role of the teacher in the articulation process was vividly apparent. Though the new students addressed themselves to many concerns, they generally stated that they were pleased with what they found at Turner and would, if they could, change nothing.

SOME SIGNIFICANT COMPARATIVE DATA

In order to get a more complete picture of the effect of the practicum, comparative data was taken from official School District of Philadelphia records for the month of September. September was selected because it was felt that other school-wide activities would not influence the outcome of the practicum. The principal's monthly reports (Form H-16) for 1973, 1974, and 1975 were used to compile the data on table #8.[41]

The data compiled for the month of September 1973, 1974 and 1975 tend to show evidence of a change in the overall behavioral patterns of the students new to Turner Middle School. New students were admitted only to grade 6 in 1973 and 1974, while in 1975 they were also admitted to grade 5. While the change in grade level increased the size of the 1975 class by 50 students, the percent of attendance increased 2% over the previous year. Serious incidents (situations that were serious enough to require a parent conference regarding the incident or warranted a student's suspension from school) dropped to only one incident from a high of 14 cases in 1973 and five incidents for 1974.

The renewed interest of parents in the school is shown by the dramatic increase in attendance at Home and School Association meetings. The highest number of parents for the new students attending in 1973 was 110 parents at the September meeting of the association. The following year, 1974, attendance declined to 89

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[41] See Chart #8, p. 57.

Table #8

STATISTICAL DATA FOR MONTH OF SEPTEMBER 1973-1975

YEAR	No. of Students on roll and grade	Average Daily Attendance	Percent of Attendance	No. of Students Late in Grade	Serious Incidents	Attendance at Home & School Mtgs.	Failures in any major subject
New Students 1973 Grade 6	629	576	91%	7 .01%	14	110	348
New Students 1974 Grade 6	576	524	90%	29 .05%	5	89	225
New students by grade 1975 Grade 6	460	419	91%	25	1	138	64
New students by grade 1975 Grade 5	219	206	94%	15	0	173	104
Total New Students 1975	679	625	92%	40	1	311	168

parents. It must be pointed out that the enrollment of new students also dropped. In 1975 the enrollment increased by 103 students over the previous year, but the parents attending the September Home and School Association meeting reached a high of 311. Two Hundred and one more parents attended the September Home and School Association meeting in 1975 than the best previous year reported in this practicum.

A closer examination of the data reveal that the parents of the students in grades 5 and 6 attended Home and School Association meetings in higher numbers. The greatest grade group of parents in attendance was grade 5 parents. This increase of over 300% in parent attendance since 1973 at Home and School Association meetings is a clear indication of renewed parent interest in the school. Two important facts seem to account for this change in parent attitude. One, undoubtedly, would seem to be the age, size and maturity of the new 5th grade students and the concern their parents have regarding them. The effects of the articulation activities begun in the spring of 1975 might also have a "cause and effect" relationship. This reasoning is based on the fact that increased parent attendance is also clearly apparent in grade 6. The school always housed this grade level.

Another factor of concern of this practicum is the number of late arrivals among the new students. Coming to school regularly is one thing, but coming regularly, and on time, is quite another.

The data developed regarding the number of students arriving late by grade does not follow the anticipated pattern. The fewest number of new students were late in 1973 when 7 cases were reported. In 1974 there were 29 cases. In 1975 the number of cases of lateness increased to 25 new students in grade 6 and 15 students late in grade 5. This dramatic increase in lateness was difficult to explain initially. This writer attributes the increased lateness not to a change in student behavior but to more accurate record keeping. The teachers were aware the practicum was taking place and were, no doubt, making a concerted effort to keep good records. If this speculation is correct, the low number of late cases reported in 1973 and 1974 are suspect.

After three months into the new school year (1975) a check of the academic progress of the new students was made. This statistic is listed on the right column of the aforementioned chart. A reduction in the number of academic failures was deemed important if the change could be related to the articulation activities described in this practicum. The data reported indicate a failure in an academic subject. Only major subjects (mathematics, science, communications and social studies) are used.

In 1973 a check of the cumulative records of new students showed that there were 348 academic failures. The failures were reduced to 225 the following year. In 1975, the year this practicum took place, only 168 academic failures were reported. Sixty-four failures were reported among the 400 grade 6 pupils. This number is substantially lower than any previous year. One hundred four academic failures were reported among the 219 grade 5 students. Though this number of failures is high in relation to the number of new grade 5 students, the difficulty adjusting to the middle school is a critical factor. The fall survey of new students clearly indicated the difficulty the 5th graders experienced. The high ratio of failures can logically be attributed to problems of adjustment. Despite the need to develop a more effective articulation plan at grade 5, the overall effects of the practicum seems to be quite clear. The practicum has reduced the number of academic failures among the new students.

CONCLUSION

This practicum, A Procedure for Developing an Articulated Educational Program, grew out of a need to minimize the deleterious effects of change a student must overcome as he moves from school to school in a large urban school system. The statistical data generated via the use of surveys, pre and post student questionnaires and official school records indicate that the overall articulation plan developed for the middle school used in the practicum was, on the whole, effective.

The critical statistics for measuring the success or failure of the practicum are the following:

a. Reduction in disruptive behavior.

b. An increase in pupil attendance.

c. Reduction in lateness, cutting and truancy.

d. An increase in parent participation.

e. Reduction in gaps and over-lapping in curriculum.

Table #8, page 57, presents concrete data which indicates that parental involvement and attendance improved during the articulation effort. At the same time, the number of serious incidents and lateness diminished. The same chart indicated that academic failures among new students also decreased.

The reduction of gaps and over-lapping in the curriculum is discussed in the section dealing with articulation implementation reported on pages 13 to 17 of the practicum. By clustering schools and involving

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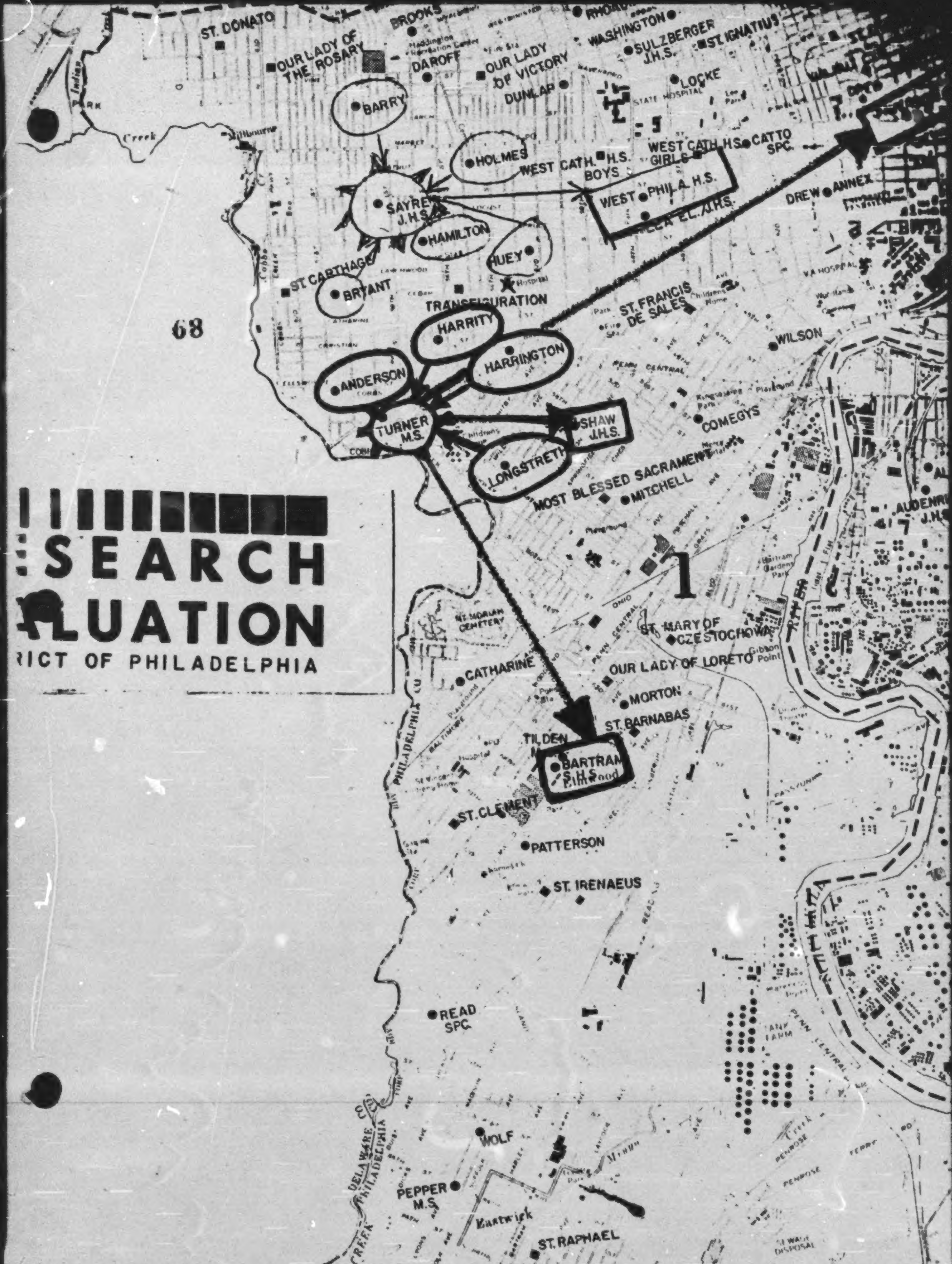
teachers in curriculum planning, the Superintendent sought to overcome the redundancy occuring between articulated units. The full impact of the Superintendent's curriculum efforts were not explored beyond the apparent improvement made by the district's schools on national tests administered during the life of the practicum.

The major objective of this practicum was to develop an articulated educational program. An articulation plan was developed and fully described in the practicum as it unfolded in the middle school where the practicum was performed. On the basis of the data developed, the need for an articulated educational program was shown and the effectiveness of a well conceived articulation program was presented.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DAROFF
OUR LADY OF VICTORY
DUNLAP
LOCKE
STATE HOSPITAL
BARRY
Indian
PARK
Creek
HOLMES
WEST CATH. H.S. BOYS
WEST CATH. H.S. GIRLS
CATTO SPC.
SAYRE J.H.S.
WEST PHILA. H.S.
PHILA. EL. J.H.S.
DREW
ANNEX
HAMILTON
HUEY
ST. CARTHAGE
BRYANT
TRANSFIGURATION
ST. FRANCIS DE SALES
HARRITY
HARRINGTON
WILSON
ANDERSON
TURNER M.S.
SHAW J.H.S.
COMEGYS
LONGSTRETH
MOST BLESSED SACRAMENT
MITCHELL
AUDENRIED J.H.S.
1
Bartram Gardens Park
MT. MORIAH CEMETERY
ST. MARY OF CZESTOCHOWA
CATHARINE
OUR LADY OF LORETO
Gibson Point
MORTON
ST. BARNABAS
TILDEN M.S.
BARTRAM S.H.S.
Elmwood
ST. CLEMENT
PATTERSON
ST. IRENAEUS
READ SPC.
TANK FARM
WOLF
PEPPER M.S.
Eastwick
ST. RAPHAEL
DELAWARE CO.
PHILADELPHIA
PHILADELPHIA CO.
CREEK
PENROSE
FERRY
SEWAGE DISPOSAL

EXHIBIT "A"

Nova University
Philadelphia Cluster
905 E. Vernon Road
Phila., Pa., 19150

Girard at 46th St.
Phila., Pa. 19131

Dear Madam;

As a part of the ED.D. program at Nova University, Fort Lauderdale, Florida, it is necessary that participants work cooperatively on one major research project. At Nova, we refer to these efforts as practicums. This practicum consists, in part, of a survey of the ways school districts, located in middle Atlantic States provide a continuous educational program for their students. The survey consists of completing the questionnaire on the attached sheet. A self-addressed envelope is enclosed.

We anxiously look forward to an early reply.

Sincerely yours,

William Baynes
Vernon L. Jones
Matthew C. Knowles
Joseph W. Robinson

EXHIBIT "B" - (SAMPLE)

Questionnaire

Directions: Please respond to the following. It is expected that the survey will require only a few minutes to complete.

1. Location: URBAN ☐ SUBURBAN ☐ RURAL ☐

2. Grade Level: K-4 ☐ K-6 ☐ K-8 ☐
5-8 ☐ 7-9 ☐ 9-12 ☐ 10-12 ☐

3. Size of School: 500 or less ☐ 501 to 1000 ☐
1001 to 1500 ☐ 1500 and above ☐

4. What does your school do now to make it easier for your students to move from one level to another (by level we mean moving upward from one administrative unit to another) ?
   a.
   b.
   c.
   d.

5. What methods have you found to be particularly effective?
   a.
   b.
   c.
   d.

6. Who assisted you in completing your plan (example: parents, students, supportive staff, etc.)
   a.
   b.

c.

d.

7. Did you encounter any problems that tended to thwart your efforts? If so, expalain.

8. You have just participated in what we hope to be a significant educational study. Please supply your address, if you care for a copy of our findings.

Name ______________________________

Address ______________________________

____

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JOHN P. TURNER MIDDLE SCHOOL

DATA SHEET

School________________________ Age______ Grade______ Size School_______________

School Organization _________________________Type Community_________________________

School records indicate that you have changed schools or are about to go to another school in the near future. Because each time you change schools you meet different condtions, I would like to ask you some questions about your feelings before and after you have changed schools. Please answer each question as you feel about it. If you wish to write a comment, don't hesitate to do so.

1. Tell about anything that has happened to you which has helped you to feel that your progress was smooth and that the school helped you to move along without unecessary difficulty.

2. Tell about anything that has happened to you which has made it difficult for you to move along smoothly through school.

3. Tell about any experience that has been very pleasant or very unpleasant and which grew out of this question of your progress through school. It may have happened quite awhile ago or lately. Write as much as you can remember about it; tell how it made you feel at the time it happened and how you feel about it now.

4. If you have moved from one school to another, tell how you felt about moving, before and after you moved. Do you feel the same way now?

5. In the fall you will be going to a new school

2. Tell about anything that has happened to you which has made it difficult for you to move along smoothly through school.

3. Tell about any experience that has been very pleasant or very unpleasant and which grew out of this question of your progress through school. It may have happened quite awhile ago or lately. Write as much as you can remember about it; tell how it made you feel at the time it happened and how you feel about it now.

4. If you have moved from one school to another, tell how you felt about moving, before and after you moved. Do you feel the same way now?

5. In the fall you will be going to a new school. How do you feel about your new school? What do think it is like?

6. Do you have any friends at your new school? Who?

THIS DATA SHEET WAS USED TO TALLY STUDENT RESPONSES ON EXHIBITS E1 TO E5. IT WAS USED ONLY FOR THE SPRING SURVEY.

DATA SHEET

Date____ Age____ Grade____ Size School____ School Organiz.____ Type Community____

1. Situation, event, or problem:

Illness	A	Punishments	E	Participation in Extracurric. act.	I	Learning specific subject matter	M
Accidents	B	Rewards	F	Retention	J	Difference in teaching methods	N
Fighting	C	Grading	G	Teasing	K	Moving to a new school (same level)	O
Being isolated	D	Promotion	H	Being interrupted in work	L	Moving to a new school unit (same community	P

Teacher Behavior ____ Others ____

2. Age or grade at time of event ____ School organization at time of event ____

3. Other persons involved: 0___ 1___ 1+___ Who? T___ P___ OC___ Other___

4. Child's reaction to situation (How he felt about it): (Change of School)

Positive Reactions:				Negative Reactions:			
Helped, Comforted	A	Grateful, appreciative	D	Angry, rebellious, resentful	G	Defeated, hopeless	M
Hopeful, Encouraged	B	Secure, Accepted	E	Ill-at-ease, embarrased	H	Worried, anxious	N
Happy		Relaxed	K	Unhappy, sad	I	Neglected, rejected	O
Successful, confident, competent	C	Nonspecific positive	F	Incompetent, unsuccessful	J	Afraid, self-conscious	P
				Frustrated	K	Non-specific negative	Q
				Strange, shy	L		

5. Rating of child's reaction:
Very favorable A Favorable B Neutral C Unfavorable D Very Favorable E Mixed F

6. What caused child to react as he did? (Cause stated___ or implied___)

Success with subject matter A___ Opp___
Success with Phys. activity B___ Opp___
Success in other school activity C___ Opp___
Orientation to bldg. and program D___ Opp___
Curriculum similarity, E___ Opp___
Helpfulness of others with lessons F___ Opp___
Concern and interest of others (personal and social) G___ Opp___

Friendliness of others H___ Opp___
Fair treatment I___ Opp___
Getting along with people J___ Opp___
Finding new friends K___ Opp___
Losing old friends L___ Opp___
Fear of people M___ Opp___
Fear of unknown N___ Opp___
Others___
HAVE NOT CHANGED SCHOOLS 60"

7. Was the difficulty removed? Yes___ No___

8. Result:___ EXH

EXHIBIT "D"

75

Student Data Sheet

ALL SCHOOLS
SCHOOL

1

A	2	E	8	I	5	M	21
B	2	F	4	J	0	N	2
C	15	G	2	K	5	O	0
D	3	H	0	L	20	P	1

A	6	D	9	G	22	M	1
B	40	E	3	H	10	N	2
C	9	R	1	I	3	O	1
		F	21	J	2	P	0
				K	5	Q	5

A 15 B 13 C 6 D 1 E F 2

A-	16	G-		M-	4
B-	26	H-	73	N-	1
C-	1	i-	5	OTHER-	44
D-		J-	3		
E-	3	K-	4		
F	13	L-	2		

EXHIBIT "E" - SUMMARY SHEET (E-1)

Student Data Sheet

ANDERSON (185)
SCHOOL

①

A I
B
C I
D

E
F
G
H

I II
J
K
L 𝍸 I

M II
N
O
P I

13

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④

A III
B 𝍸 𝍸 𝍸 𝍸 𝍸
C 𝍸 II

D 𝍸 I
E
R
F

G 𝍸 II 𝍸 𝍸 𝍸
H II
I II
J
K I
L I

M
N
O
P
Q

17

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⑤

A 𝍸 𝍸 III II B 𝍸 III C 𝍸 D I E F I

29

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⑥

A – I
B –
C – III 𝍸 𝍸 𝍸 𝍸
D – I
E –
F

G – 𝍸 II
H – 𝍸 𝍸 𝍸 𝍸
I –
J –
K – I
L –

M –
N –
OTHER – 𝍸 I 𝍸 𝍸 𝍸

73

77

EXHIBIT "E-2" - INDIVIDUAL SCHOOL

Student Data Sheet

HAGERTY SCHOOL (134)

①

A |
B ||
C 𝍸 |
D ||||

E 𝍸
F |
G ||
H

I
J
K |
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35

④

A |
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33

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D
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F

4

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B - ||
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E -
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G -
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I - |
J - |
K - |
L - |

M - |||
N - |
OTHER - 𝍸 𝍸 |||

62

Student Tally Sheet

HARRINGTON (128)
SCHOOL

(1)

A
B
C 卌
D

E III
F II
G
H

I III
J
K III
L III

M 卌 卌 IIII
N II
O
P

35

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(4)

A I
B 卌 IIII
C I

D II
E II
R I
F 卌 III

G
H II
I I
J I
K I

M I
N IIII
O I
P
Q II

38

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(5)

A
B II
C
D
E
F I

3

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(6)

A-III
B-I
C-
D-
E-III
F 卌 I

G-I
H-卌 卌 卌 卌
I-III
J-I
K-III
L-I

M-I
N-
OTHER-卌 卌

52

Student Data Sheet

DARCEE (19)
SCHOOL

(1)

A
B
C III
D

E
F I
G
H

I
J
K I
L III

M
N
O
P

8

(4)

A
B
C

D I
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F III

G
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M
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4

(5)

A B C D E F

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I-I
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OTHER-

7

EXHIBIT "E-5" - INDIVIDUAL SCHOOL
73

TELEPHONE
GR-4-0564

JOHN P. TURNER MIDDLE SCHOOL
FIFTY-NINTH STREET AND BALTIMORE AVENUE
PHILADELPHIA, PA. 19143

September 12, 1975

Mr. Norman Washington, Principal
Anderson Elementary School
61st and Cobbs Creek Parkway
Philadelphia, Pa.

Dear Mr. Washington:

Last spring I personally visited your school to speak to your students scheduled to enter Turner this September. If you will recall, I presented a television and color slide picture of Turner to all students and parents able to attend. Accompanying me were some Turner students and a counselor. Mrs. Eggleston, our roster chairperson, also visited your school to help with the proper student class assignments.

The purpose of all this activity was to better prepare your students to enter Turner Middle School. We also sought to give your teachers and students a mini "real-life experience" in Turner during the visit of all the graduating classes to our school.

I, personally, found this effort worthwhile in that the students and the parents came to Turner better prepared and in a positive frame of mind. I wish, with your cooperation, to improve upon this initial articulation effort. My concern is that our school faculties do not understand what our schools are trying to accomplish. To coordinate our collective efforts for the children who will attend all our schools, I am proposing that we meet to discuss the feasibility of the following activities among us:

1. Coordination of our reading and other curriculum plans.
2. Inter-visitation of faculty and staffs. How about an occasional joint faculty meeting?
3. Planning one or more joint Home and School meetings.
4. Establishing important school program dates to avoid conflict.
5. Exchange of special programs among our schools.

If these ideas seem worthwhile to you, I am inviting you to a meeting at Turner Middle School on Wednesday, September 17, 1975 at 9:30 a.m. If you cannot be present, please react to the spring articulation effort discussed in this letter in writing as soon as possible. We will try to meet for no more than one hour.

I sincerely hope you will be able to attend.

Sincerely,

[illegible] Knowles
Principal

ENCLOSURE #1

75 - 76

May 29, 1975

ARTICULATION COMMITTEE - WEST CLUSTER

Place: Hamilton School

Date: May 8, 1975

Present: Charles Thompson, Samuel Watts, Gwendolyn Hewlett, Josef Weinstein, Seymour Kurtz, Vernon Jones, Anthony Priole, Walter Scott, Albert Newman, Dorothy Roseman, Edmund O. Sacchetti, Matthew C. Knowles

Guest: Marjorie Farmer

Walter Scott opening the meeting, providing a brief account for Mrs. Farmer's benefit as to the nature of the Articulation Committee. He raised the question, "Is there a prescribed curriculum in Language Arts?! Mrs. Farmer responded to the question in the following ways:

- The free wheeling "create your own curriculum" approach is about played out.
- The Language Arts office is developing a curriculum which will provide direction, uniformity, structure, and sequence.
- In the area of reading, the Pupil Competency Levels from 1 to 14 represent the heart of a developmental reading program.
- Pupil Competency Levels are being prepared in the other Language Arts areas of listening, speaking, and writing. These elements of a total Language Arts program will also be arranged developmentally throuhgout 14 levels.

In her other remarks Mrs. Farmer pointed out that:

- Supervisors have been assigned to districts and are expected to include among their responsibilities the training of language Skills teachers in the schools.
- In secondary schools it is recommended that reading be taught through content areas. The guide, "The Reading Process in the Content Areas", is available to assist teachers in this regard.
- In appraising pupil progress, the Language Arts office feels that the following elements should be included. Teacher judgment, standardized test scores, performance on criterion levels test.

May 29, 1975

ARTICULATION COMMITTEE - WEST CLUSTER

- In terms of articulation between and among various school levels, it is recommended that elementary schools forward pupil competency levels to junior high and middle schools.
- A commitment was made by Mrs. Farmer that, to the extent possible, samples of all curriculum publications will be sent from the Language Arts office to the schools.

The next meeting of the Articulation Committee will be at the Daroff school on Tuesday, June 3rd at 9:30.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
OFFICE OF DISTRICT ONE
ALAIN LOCKE SCHOOL
46TH ST. & HAVERFORD AVE.
PHILADELPHIA, PA. 19139

DISTRICT ONE READING PROGRAM

Reading Task Force Meeting

Place: Locke School - Room 109

Time: October 11, 1973 - 1:45 P.M.

Presiding: Verneta G. Harvey, Reading Project Manager

Attending: Mr. Edward H. Gerald, Jr., Administrative Assistant to the District Superintendent - Principals: Miss Dorothy Roseman, Mr. Samuel Watts, Mr. Josef Weinstein - PFT Representatives: Mr. Thomas Muir Mr. Michael Sylvester and Mrs Vernetta Toliver - Parents: Mrs. Evans and Mrs. Johns - Supervisors: Mrs. Parthenia Twisdale and Mrs. Vashti Willis - Language Arts Consultants Elementary: Mrs. Marion Brown, Mrs. Jacqueline Mosley and Mrs. Doris Peltzman - Secondary: Mrs. Fannie Scott.

Agenda: Attached

1. Distribution of Literature Kits given to District One from Delta Theta Chapter of Alpha Phi Omega, University of Pennsylvania.
   a. Schools will be contacted so that principals and reading teacher could decide where to place literature kits.
   b. Levels of Literature Kits are Kindergarten, Year One, Two and Three.
   c. Each school will receive one Literature Kit.
   d. Principal and reading teacher will select from among the lowest achieving Year One, Two or Three classes.
2. The Goal Statement - Attached
   a. Directive from Central Reading Office the Goal Statement is the official mandate of the School District of Philadelphia's commitment to the reading program.
   b. The reading team is preparing activities for implementing each objective.
   c. California Achievement Test to be sampled in December in all schools to help determine strengths and weaknesses.
   d. Practice materials for the California Achievement Test have been prepared by the District One Reading Team. They will be distributed in schools.

Contd...

ENCLOSURE #3

2. The Goal Statement (contd.)

   - One booklet is available for each teacher according to the grade level.

   - Language Arts Consultants will introduce the booklet to the faculty.

   - Sidney Douse is available for faculty staff development on the California Achievement Test.

   e. Ways to improve test scores in a school.

   - Increased time for reading instruction.

   - Intensive diagnosis.

   - Systematic approach.

   - Emphasis on Pupil Competencies

   - Continuous staff development.

   f. The Pupil Competencies and The Criterion Referenced Tests are the official Reading Curriculum of the School District of Philadelphia.

   - Regardless of the individual school program, there should be a correlation of skills and materials with the Pupil Competencies.

3. Highlights of meeting with Central Reading Team

   a. Meeting was held on Tuesday, September 18, 1973 with the District Superintendent, District One Reading Team and Central Reading Team.

   b. The role of the reading teacher and her effectiveness were discussed.

   c. All schools are to be effected by the 4th grade program. It is not left to a choice of the school.

   d. School reading plans are to include all alternate programs operating in that school.

   e. There is a need for an effective monitoring and management system for the District. The Monitoring and Management Committee should meet immediately.

4. Cluster Arrangement

   a. A new cluster arrangement is needed because the present structure has not worked effectively.

   b. The old cluster arrangement of A-B-C was suggested to be used again.

Contd...

4. Cluster Arrangement (contd.)

    - It was felt that an active Task Force could replace any new cluster arrangement.

    c. Goal Statement should be emphasized in staff meetings.

    d. Reading Program has been neglected in the staff meetings.

    e. There should be a specific time, at least, one hour when reading is discussed in the staff meeting.

    f. An active Task Force should decide the reading agenda for the staff meetings.

    g. The membership of the Task Force should be enlarged to include secondary personnel.

    h. An advance calendar of Task Force meetings will be prepared.

5. Reading Card for the District

    a. Many schools in the District are using various reading cards.

    b. Some felt that an individual pupil card for the District was not needed but that an individual school card should be made available for feeder schools.

    c. A committee will be formed composed of elementary and secondary personnel to devise a form or reading card for better articulation.

Next Meeting - Thursday, November 9, 1973
Locke School, Room 109 - 1:30 P.M.

CALENDAR OF TASK FORCE MEETINGS

Thursday, December 14, 1973
Thursday, January 10, 1973
Thursday, March 14, 1973
Thursday, April 11, 1973
Thursday, May 9, 1973

ALL MEETINGS WILL BE HELD AT LOCKE SCHOOL, ROOM 109 AT 1:30 P.M.

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE DISTRICT SUPERINTENDENT
ALAIN LOCKE
46TH ST. & HAVERFORD AVE.
PHILADELPHIA, PA. 19139

DISTRICT ONE READING PROGRAM

Reading Task Force Meeting

Locke School
Room 109

October 11, 1973
1:45 - 3:00 P.M.

AGENDA

1. Distribution of Literature Kits given to District One from Delta Theta Chapter of Alpha Phi Omega, University of Pennsylvania.

2. The Goal Statement

3. Highlights of meeting with Central Reading Team

4. Cluster Structure for District One

5. Reading Card for the District

6. Staff Development

   Newly hired Reading Aides and Parent Volunteers

   Thursday, October 18, 1973

   Daroff School, 56th and Vine Streets

TURNER MIDDLE SCHOOL
59th and Baltimore Avnue
Phila., Penna. 19143

October 17, 1975

Dear Parents:

As you know, our pupils will be going to high school in September and satisfactory marks in the following subjects are imperative for admission to Central, Girls, and other special programs.

I. SUBJECTS:
- Mathematics
- English
- Reading
- Social Studies
- Science

MINORS
- Home Economics
- Physical Education
- Art
- Music

2. WORK HABITS
3. BEHAVIOR
4. ATTENDANCE

High scores in standardized tests are also required.

We will be sending home individual letters to parents in the near future regarding each child's progress. We hope that you will do all you can to see to it that your child does satisfactory work so that he or she will meet the necessary requirements.

Sincerely,

A. Robinson, Team Leader - Social Stduie
J. Clarke, Mathematics
E. Chargois, Science
E. Sanders, Communications Teacher
(Reading, English, Grammar Usage)

EXHIBIT #4

JOHN P. TURNER MIDDLE SCHOOL
59th and Baltimore Ave.
Phill., Pa. 19143

September 5, 1975

Dear Parent:

You are cordially invited to a meeting with the Turner faculty and administration on Friday, September 5, 1975 at 1:00 p.m.

This meeting is designed to acquaint 8th grade parents with the activities of your child's senior year. During your visit, you will have the opportunity to meet many of your child's teachers and have any questions you may have answered.

Please plan to be present for the September 5th meeting.

Your child's successful school year may depend upon what you learn at this meeting.

With this letter you will find a school calendar listing important dates and activities for the coming year.

Sincerely,

Matthew C. Knowles
Principal

ENCLOSURE #5

JOHN P. TURNER MIDDLE SCHOOL
59th and Baltimore Ave.
Phila., Pa. 19143

April 17, 1975

Dear Parents:

Normally, most of our children would be feeding into 9th grade at West Philadelphia High School. Since West Philadelphia High School does not have the facility to accommodate a 9th grade program at the present time, we have been forced to make some adjustments in our assignments of 8th grade students going into the 9th grade. The assignment will be based upon where the student lives at the present time.

All Turner students will be assigned to one of the following schools: Bartram High School, West Philadelphia University City High School or Shaw Junior High School. The major criteria for selection is the students' present address.

Pupils who live within the following boundaries will be assigned to Shaw Junior High School:

1. Between 55th and 58th Street, from Baltimore Ave. to Catherine St.

2. Between 52nd and 55th Street, from Baltimore Ave. to Cedar Avenue.

3. Between 41st and 52nd Street, from Market St. to Baltimore Avenue.

Bartram High School will receive students who live west of 58th Street, south of Washington Avenue Bartram will also receive those students who live south of Baltimore Avenue, east of 58th Street to Willows Avenue with Cobbs Creek forming the western boundary.

Any student who lives north of Washington Avenue and west of 58th Street to Cobbs Creek Parkway will be assigned to West Philadelphia University City High School.

REMEMBER THAT THE STUDENTS' PRESENT HOME ADDRESS DETERMINES THE SCHOOL HE OR SHE IS TO ATTEND IN 9TH GRADE.

During the week of April 16th your child will be making his course selections. Final course selections must be approved by you. Please review the course selection forms carefully with your child, sign the card and return it to school the next day. Your child's education in the future will depend upon your action.

I trust this letter will serve to keep you abreast of the next step in your child's education.

Sincerely,

William Ross, Jr.
District Superintendent

MATTHEW C. KNOWLES
PRINCIPAL

Enclosure #6

JOHN P. TURNER MIDDLE SCHOOL
59th and BALTIMORE AVE.
PHILADELPHIA, PA. 19143

DATE: ____________

Dear Parent:

In order to help our students made intelligent choices concerning their vocations, we have instituted a Career Guidance Program. This program is designed to introduce our students to various types of careers before they choose their high schools.

Your child has shown an interest and/or talent in ______________. On _________ at ___________ representatives from ______________ will be at Turner to discuss the programs offered by their school. You are invited to join us at that time for the assembly program and also to accompany your child to small sessions following the assembly, to further discuss the area of your child's choice.

We sincerely hope you will be able to join us.

Sincerely yours,

Matthew C. Knowles
Principal

- - - - - - - - - - - - - - TEAR HERE- - - - - - - - - - - - - - - - -

Re: Career Guidance
Assembly Program

Mr. Knowles:

__________YES, I will be able to attend your program.

__________NO, I am sorry, I will not be able to attend your program.

DATE OF PROGRAM__________ SIGN:____________________________

Enclosure #7

EXCERPT FROM SCHOOL DISTRICT OF PHILADELPHIA MEMORANDUM IN CONJUNCTION WITH THE GENERAL ELECTRIC COMPANY

12. EXPO-TECH MOBIL MATH/SCIENCE EXHIBIT: NATIONAL PILOT PROGRAM

+ 12 Junior High Schools were selected as target schools for an intensive program of exposure to opportunities in the fields of engineering and technology.
    * Working through the Director of Science Education, Fred Hofkin, with total support from Dr. Ezra Staples, a program of preparation was undertaken with the appropriate D.S.'s, Principals, and Science Department Chairmen.
    * A film called "A Piece of the Action" (oriented to Black students and prepared by the National Academy of Engineering with G.E. financial backing) was shown to every student in the target schools. This was designed to pique student interest and prepare the way for the visit of Expo-Tech.
    * The 12 schools selected were:
        - Sulzberger JHS
        - Sayre JHS
        - Tilden (Middle)
        - Turner (Middle)
        - Strawberry-Mansion JHS
        - FitzSimons JHS
        - Wagner JHS
        - Barrett JHS
        - Stoddart-Fleisher JHS
        - Boone (Special Center)
        - Wanamaker JHS
        - Jones JHS
+ Over 16,000 students in the 7th, 8th and 9th Grades in the 12 Schools went through Expo-Tech during its 10-weeks of visiting their school sites in Philadelphia. This was the national pilot program for Expo-Tech and has brought great recognition to Philadelphia and our schools in other parts of the United States.
    * Locally, articles were run in all newspapers and all TV newscasts about this program.
+ In every school, lists of students especially interested in Math/Science have been prepared for follow up in the coming years.
+ Visits to Expo-Tech were made by many Philadelphia leaders, including:
    * Board President Arthur W. Thomas
    * Superintendent Matthew W. Costanzo
    * Mayor's Science & Technology Chairman, Dr. I.M. Levitt
    * Associate Superintendent Dr. I. Ezra Staples
    * City Councilwoman Dr. Ethel Allen
    * Franklin Institute Director, Dr. Joel Bloom
+ Three students from Sulzberger Junior High School, accompanied by Principal Joseph J. Kelley, went to New York City to meet with General Electric Chairman-of-the-Board Reginald H. Jones and to present him with a book of thank-you letters from Sulzberger for being the 1st school in the USA to have Expo-Tech. Jones, in turn, presented Sulzberger with a book of photographs and an inscribed sign, honoring Sulzberger for its role.
+ Cost of the Expo-Tech Vehicle & Program: In excess of $ 300,000.

ENCLOSURE #8

TURNER MIDDLE SCHOOL
59th and Baltimore Avenue
Philadelphia, Pa. 19143

October 1, 1975

Dear Parent:

In order to help our students make intelligent choices concerning their vocations, we have instituted a Career Guidance Program. This program is designed to introduce our students to various types of careers before they choose their high schools.

Representatives from the following schools will be at Turner to discuss the programs offered by their school on the dates listed below:

Walter Biddle Saul High School of Agricultural Sciences	November 26
The Parkway Program	November 30
Overbrook High School	December 6
Philadelphia High School for Girls	December 12
Central High School	December 12
University City High School	December 13
Dobbins Vocational Technical School	December 20

You are invited to join us from 11:15 a.m. - 12:14 p.m. for the assembly programs on the above dates.

We sincerely hope you will be able to join us.

Sincerely yours,

Matthew C. Knowles
Principal

ENCLOSURE #9

TURNER MIDDLE SCHOOL
59th and Baltimore Avenue
Phila., Pa. 19143

February 19, 1975

Dear Parent:

Your child is applying for admission to the Central High School for Boys or Philadelphia High School for Girls in September - 1975. As a part of the special admissions procedure, your child must report to Girls High or Central on Friday, February 21, 1975 at 8:45 a.m. for testing.

Students should not report to Turner. Your child is to go directly to Girls High or Central on Friday morning.

Transportation will not be provided by the school. Students should take public transportation or make other arrangements for getting to Girls High or Central on time. If your child is taking public transportation from 59th and Baltimore, he or she should take the #34 trolley to City Hall. At City Hall take the Broad Street subway going north to Olney Avenue where Girls High is located.

Boys going to Central should transfer at Olney Avenue to the #26 or "S" bus going west. They should get off at Ogontz and Olney Avenues where Central is located.

Your child is to return home after completing the test.

If you have any questions, please contact me at GR-4-0564 or GR-4-0565.

Sincerely,

G. Jolly
Counselor

MATTHEW C. KNOWLES
PRINCIPAL

ENCLOSURE #10

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE MR. MATTHEW C. KNOWLES	FILE NO.
	DATE June 20, 1975
FROM NAME AND OFFICE Mrs. Louise E. Thomas	SENDER'S TELEPHONE
SUBJECT TURNER CAREER PROGRAM - 1974-75	

Time has not permitted us to confer and evaluate this year's career program. Therefore, I thought I'd jot down my observations with the hope that you will find time in the next few weeks to read, think about, and digest our accomplishments. I am ever hopeful that the career program will become a greater priority here at Turner than it has been in the past. I do hope also that our program will begin earlier next school year.

Attached to this memo is a copy of our projected program for the 1974-1975 school year so that as you read, you can compare our proposed program with what was actually done.

My observations are as follows:

1. Career Advisory Council: I have talked with and gotten commitments from several of our community business persons who are willing and eager to serve in this capacity. As a result, I was able to obtain three twenty-five dollar ($25.00) bonds, three ten dollar ($10.00) saving accounts and three five dollar ($5.00) saving accounts for our science fair winners. Some of these persons visited our school on Turner Day and were greatly impressed with our school.

2. Monday morning guidance: Speakers were supplied in some areas in addition to the regular career guidance lessons conducted by the teacher.

3. Project Business: Conducted by Mr. Whitney and Mr. Hawkins. Children engaged in actual business projects.

4. PIMEG - After school activity. Children visited Northrup and Leeds, General Electric switch gear plant, Edmunds Scientific Co. Speakers were secured. Children made several projects. These will be on display in September.

5. Career Conference - A magnanimous success. Our fifty resource persons were secured, many of whom expressed the desire to return as long as we feel they have something to offer us. As a result of contacts made last summer, I arranged for one 8th grade team to visit Cheyney State College.

6. VICS - Computer career data was used by one 6th grade and one 7th grade class.

ENCLOSURE #11

FALL STUDENT QUESTIONNAIRE

SCHOOL:______________________ GRADE:______ AGE:________ DATE:____________________

Welcome to Turner Middle School. This term marks the fifth year our school has been open. In order to make it a better school, I need to know how you feel about Turner and what things we can do to make it even better. You can help by responding as best you can to the following questions or statements.

1. Tell about anything that has happened to you at Turner that has helped you to feel better about learing elementary school. Explain.

2. Check the activity or person that helped you the most:

   (a) My Advisor
   (b) My Counselor
   (c) The Handbook
   (d) Assembly Programs
   (e) Old Friends
   (c) New-Friends
   (g) Teachers
   (h) My Parents
   (i) The Roster

   OTHER:____

3. Tell about anything that has made it difficult for you to adjust at Turner. Explain.

4. Tell about any experience that has been pleasant or very unpleasant which grew out of this question. I really want to know if it happened at Turner.

5. Do you feel the same way about Turner now as did last term.
   YES ______ NO______
   Explain.

6. If you could change Turner Middle School, what changes, if any, would you make.

7. Check the box which best explains how you feel about Turner.

   I like it ☐ It's not so bad ☐
   I wish I was at another school ☐

2. Check the activity or person that helped you the most:

(a) My Advisor
(b) My Counselor
(c) The Handbook
(d) Assembly Programs
(e) Old Friends
(c) New Friends
(g) Teachers
(h) My Parents
(i) The Roster

OTHER:____

3. Tell about anything that has made it difficult for you to adjust at Turner. Explain.

4. Tell about any experience that has been pleasant or very unpleasant which grew out of this question. I really want to know if it happened at Turner.

5. Do you feel the same way about Turner now as did last term.
YES ______ NO______
Explain.

6. If you could change Turner Middle School, what changes, if any, would you make.

7. Check the box which best explains how you feel about Turner.

I like it ☐ It's not so bad ☐
I wish I was at another school ☐

TELEPHONE. GR 6-1009
GR 6-6725
GR 6-9030

AVERY D. HARRINGTON PUBLIC SCHOOL

FIFTY-THIRD STREET AND BALTIMORE AVENUE

PHILADELPHIA, PA. 19143

90

June 26, 1975

Mr. Matthew C. Knowles
Principal
Turner Middle School
59th & Baltimore Avenue
Philadelphia, Pa. 19143

Matt
Dear Mr. Knowles:

I must share with you our absolute delight with the cooperation you, Mrs. Carn, your excellent vice-principal and Mr. Hill, a most accommodating NTA, gave to our parents, teachers, and children for our closing exercises on Tuesday, June 24, 1975.

Your articulation program, preparing the way through a tour of the Turner facility, the principal's meeting with the parents - all served to effect a smooth transition for a fairly protected setting to one, rather large and new.

I do hope that we can structure an approach that not only continues this kind of endeavor but strategies as well that allow us to see how our fourth graders are faring, academically and attitudinally. This effort has obvious mutual benefits.

Again, many thanks for an expression of cooperation that helped make many people very happy to be associated with the Harrington - Turner family.

Sincerely and gratefully,

Leon

LEON HYMOVITZ
Principal

gw

cc: Mr. W. Ross, Jr.

ENCLOSURE #13

Mrs. Nathaniel M. Robinson
1221 N. 57th Street
Philadelphia, Pa. 19131

August 20, 1975

Dear Matt,

Please forgive the delay in thanking you for the wonderful cooperation and help given to us at Anderson for our closing exercises. I know the hard work it involved and I appreciate it very much.

The "Roundabout" was very enjoyable also. Many erroneous ideas about Turner were put to rest.

I hope our Senior Class will adjust well and be a credit to Turner.

Many thanks again.

Sincerely.
Rowena 2.13

ENCLOSURE #14

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